

# AMHERST COLLEGE

1996-97 CATALOG



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# Amherst College

1996-1997 Catalog



## DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

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# College Calendar

## 1996

*August 30, Friday.* New Student Orientation begins.

*September 3, Tuesday.* First semester classes begin.

*September 7, Saturday.* Wednesday classes held.

*September 13, Friday.* Last day for first semester course changes.

*October 12-15, Saturday-Tuesday.* Midsemester break.

*October 29, Tuesday.* Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

*November 23-December 1, Saturday-Sunday.* Thanksgiving recess.

*December 10, Tuesday.* Last day of first semester classes.

*December 14-18, Saturday-Wednesday.* First semester examination period.

*December 19, Thursday.* Winter recess begins.

## 1997

*January 6, Monday.* Winter recess ends; beginning of Interterm.

*January 26, Sunday.* Interterm ends.

*January 27, Monday.* Second semester classes begin.

*February 7, Friday.* Last day for second semester course changes.

*March 15-23, Saturday-Sunday.* Spring recess.

*March 28, Friday.* Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

*May 9, Friday.* Last day of second semester classes.

*May 12-16, Monday-Friday.* Second semester examination period.

*May 25, Sunday.* Commencement.

# I

THE CORPORATION

FACULTY

ADMINISTRATIVE AND

PROFESSIONAL OFFICERS



THE UNIVERSITY OF CHICAGO  
 DIVISION OF THE PHYSICAL SCIENCES  
 DEPARTMENT OF CHEMISTRY  
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 CHICAGO, ILLINOIS 60637





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\*George Latimer Shinn, Ph.D., *Morristown, New Jersey*

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## FACULTY

Symbols beside names indicate: \*On leave 1996-97.

†On leave first semester 1996-97.

‡On leave second semester 1996-97.

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**Committee of Six.** Professors Brandes, Clark, Jagannathan, O'Hara, Servos, and Woglom; President Gerety (*ex officio*); Dean Raskin (Secretary, *ex officio*).

**Academic Standing.** Professors Belt, Hewitt, and Lan; Deans Case, Couvares, Gentile (*ex officio*), Holleran (*ex officio*), Johnson (*ex officio*), Lee, Lieber (Chair), Little, and Moss; Mr. Mager (Secretary, *ex officio*).

**Adjudication.** Professors Basu, Bailey, Call, Cheney, Goheen, Himmelstein, Kearns, and Kushick.

**Admission and Financial Aid.** Professors Demorest, Hilborn (Chair), Lobdell, and Rivkin; Deans Case (*ex officio*), Lieber (*ex officio*), and Reynolds (Secretary, *ex officio*).

**Affirmative Action and Personnel Policies.** Professors Denton, Goldsby, Lin, and Petropulos; Deans Johnson and Tuleja; Ms. Gardner, Affirmative Action Officer (*ex officio*); Messrs. Angell, Martel (*ex officio*), and Shaheen; Mses. Bombardier, Everden, Kelly, Mayberry, McGoldrick, Thornton (*ex officio*), and Vassallo; students to be appointed.

**Archives.** Professor Pritchard, Messrs. Bridegam (*ex officio*) and Lancaster (*ex officio*), Ms. D'Arienzo (*ex officio*).

**Campus Center Advisory Council.** Professor Padowitz and one faculty member of the College Council.

**College Council.** Professors Crowley, Czup (Chair), and Gyatso; Deans Boykin-East, Johnson, and Lieber (*ex officio*).

**College Housing.** Professors Goheen, Starr, and Takeyama; Messrs. Martel (*ex officio*) and Wingblade (*ex officio*).

**Discipline.** Professors Abiodun, Barale, Morgan, and J. Taubman; Dean Lieber (Chair, *ex officio*).

**Doshisha.** Professors Gyatso, Tawa (Chair), Solt, and Townsend.

**Educational Policy.** Professors Arkes, Rager, Redding, Sinos, and Townsend.

**Faculty Computer.** Professors Starr, Velleman and Vishton; Mr. Manly, Acting Director of Academic Computer Center.

**First-Year Seminars.** Professors Nicholson, Ratner, and Vogel.

**Guidance, Counseling and Health Services.** Professors Corbett and Staller; Deans Lieber (Chair) and Little; Drs. Clapp and May.

**Health and Safety.** Professor Hunter; Dean Lieber (Chair); Dr. Clapp; Messrs. Angell, Doubleday, R. Hebert, Hixon, Martel, and Wingblade.

**Health Professions.** Professors S. George (Chair), Hunter, C. McGeoch, Padowitz, and Ratner; Dean Holleran, Health Professions Advisor (*ex officio*).

**Honorary Degrees.** Professors Dennerline, Rushing, and Sandler.

**Lecture and Eastman Fund.** Professors Kanwischer (Chair), Stavans, Towne, and Xu.

**Library.** Professors Belt, Solt, and Villa; Mr. Bridegam (*ex officio*).

**Orientation.** Professor Padowitz; Deans Boykin-East, Couvares (Chair), and Moss; Ms. McGoldrick; Mr. Siedlecki.

**Physical Education and Athletics.** Professors Gooding (Chair) and Lembo; Mses. Bagwell and Everden; Mr. Hixon; Dr. Clapp (*ex officio*); Dean Lieber (*ex officio*).

**Priorities and Resources.** Professors Beals, M. Marshall, L. McGeoch (Chair, second semester), White, and B. Yarbrough (Chair, first semester); President Gerety (*ex officio*); Dean Raskin (*ex officio*); Mrs. Siegel (*ex officio*); Messrs. Martel (*ex officio*) and Shea (*ex officio*).

**Research Awards.** Professors Harms, Pritchard, and Wills.

**Security Advisory.** Deans Lieber (Chair) and Tuleja; and one faculty member to be appointed; Messrs. Angell, Wingblade, and Zaniewski.

**Special Programs.** Professors Umphrey and Upton, and one faculty member to be appointed; Dean Lieber (*ex officio*).

**Student Fellowships.** Professors Cameron (Chair), Denton, Douglas, Ma, and Niditch; Dean Case (Secretary, *ex officio*).

**Term Trusteeship, Advisory.** Two faculty members to be elected.

**Five College Representative to the University of Massachusetts Graduate Council.** Professor Greenstein.

# Administrative and Professional Officers

**Tom Gerety**, *President of the College*. B.A. (1969), M.Phil. (1974), J.D. (1976), Ph.D. (1976) Yale University; LL.D. (hon. 1995) Williams College; L.H.D. (1996) Doshisha University.

**Lisa A. Raskin**, *Dean of the Faculty*. B.A. (1975) Skidmore College; M.A. (1977), Ph.D. (1979) Princeton University; A.M. (hon. 1991) Amherst College.

**Ira S. Addes**, *Psychiatrist, Counseling Center*. B.A. (1969) Brooklyn College; M.D. (1973) Tufts University School of Medicine.

**Terry Y. Allen**, *Associate Secretary for Public Affairs*. B.A. (1969) University of California at Berkeley.

**Stewart C. Angell**, *Director of Public Safety*. B.S. (1971), B.S. (1984) Bryant College; M.A. (1996) Anna Maria College.

**Jack A. Arena**, *Coach, Department of Physical Education and Athletics*. A.B. (1983) Amherst College; M.S. (1988) University of Massachusetts at Amherst.

**Margaret P. Babbott**, *Psychotherapist, Counseling Center*. B.A. (1983), Middlebury College; M.S. (1990), M.Phil. (1990), Ph.D. (1993) Columbia University.

**Jacqueline K. Bagwell**, *Coach, Department of Physical Education and Athletics*. B.S. (1982) Indiana University.

**Leeta L. Bailey**, *Circulation/Interlibrary Loan Librarian*. B.A. (1961) University of Oregon; M.L.I.S. (1986) University of Texas at Austin.

**Kalekeni M. Banda**, *Coach, Department of Physical Education and Athletics*. B.S. (1975) University of Massachusetts at Amherst.

**Jacqueline S. Bearce**, *Psychotherapist, Counseling Center*. B.A. (1966) Merrimack College; M.A. (1968), Ed.D. (1981) University of Massachusetts at Amherst.

**Jane A. Beebe**, *Music Librarian*. B.A. (1977) College of Wooster; M.M. (1980) University of Tennessee; M.S.L.S. (1982) University of North Carolina at Chapel Hill.

**Samuel H. Bersola**, *Assistant Dean of Admission*. B.S. (1989) University of California at Berkeley; Ed.M. (1990) Harvard University.

**Paul N. Billings**, *Project Manager, Administrative Computer Center*.

**Chella M. Boulanger**, *Registered Nurse, Student Health Service*. R.N., A.D.N. (1976) Greenfield Community College.

**Charri J. Boykin-East**, *Associate Dean of Students and Director of Residential Life*. B.A. (1983) University of Massachusetts at Amherst; M.Ed. (1984) Cambridge College.

**Willis E. Bridegam, Jr.**, *Librarian of the College*. B. Mus. (1957) Eastman School of Music; M.S. (1964) Syracuse University; A.M. (hon. 1985) Amherst College.

**Elizabeth Cannon Smith**, *Alumni Secretary/Director of Alumni and Parent Programs*. A.B. (1984) Amherst College.

- Joe Paul Case**, *Dean of Financial Aid*. B.A. (1967) Oklahoma City University; B.D. (1970) Yale University Divinity School.
- David B. Cernak**, *Project Manager, Administrative Computer Center*. B.A. (1965), M.B.A. (1972) American International College.
- Mallorie Chernin**, *Conductor and Director of the Choral Music Program*. B.Mus. (1976) University of Wisconsin; M.Mus. (1978) Westminster Choir College.
- Daniel E. Clapp**, *Director of Student Health Service*. B.S. (1957) Union College; M.D. (1961) University of Rochester.
- Deene D. Clark**, *Associate Director of Career Counseling*. B.A. (1953) Brown University; M.Div. (1961) Harvard Divinity School; M.Ed. (1971) Boston University; D.Min. (1981) Andover-Newton Theological School.
- Francis G. Couvares**, *Dean of New Students*. B.A. (1969) University of Pittsburgh; M.A. (1973), Ph.D. (1980) University of Michigan; A.M. (hon. 1993) Amherst College.
- Daria D'Arienzo**, *Archivist of the College and Special Collections Coordinator*. B.A. (1976) Boston University; M.A.L.S. (1981) Wesleyan University; M.B.A. (1989) University of Massachusetts at Amherst.
- Susan Danly**, *Curator of American Art, Mead Art Museum*. B.A. (1971) University of Wisconsin; M.A. (1977), Ph.D. (1983) Brown University.
- Laurel Davis**, *Major Gifts Officer*. A.B. (1974) Smith College.
- John C. DeSantis**, *Assistant Head of Library Catalog Section*. B.A. (1978), M.A. (1979), M.L.S. (1991) University of Toronto.
- Kerry A. Dinneen**, *Assistant Director of Alumni and Parent Programs*. B.A. (1990), M.A. (1996) Boston College.
- Willard M. Dix**, *Associate Dean of Admission*. A.B. (1977) Amherst College; M.A. (1982) Princeton University; M.A. (1989) Northwestern University.
- Augustine A. Dominguez**, *Associate Dean of Financial Aid*. B.A. (1970) University of California at Los Angeles; M.A. (1972) Indiana University.
- Susan H. Edelberg**, *Reference/Government Documents Librarian*. B.A. (1977) San Jose State University; M.L.S. (1980) University of California at Berkeley.
- Ellen A. Endter**, *Director of Advancement Operations*. A.B. (1973) Radcliffe College, Harvard University; M.A.T. (1975) George Washington University.
- Suzanne J. Everden**, *Coach and Assistant Athletic Director, Department of Physical Education and Athletics*. B.Sc. (1977) Slippery Rock University; M.Ed. (1980) Springfield College.
- Terry M. Fenstad**, *Assistant Director of Physical Plant for Operations*. B. Arch. (1966) North Dakota State University; Master's of Urban Planning (1974) Texas A & M University.
- Judith E. Frant**, *Benefits Administrator, Personnel Office*. B.A. (1970) New York University, University College; M.S. (1974) Southern Connecticut State University; M.P.A. (1981) University of Rhode Island.
- Katharine L. Fretwell**, *Senior Associate Dean of Admission*. A.B. (1981) Amherst College; Ed.M. (1985) Harvard University.

**Hermenia T. Gardner**, *Affirmative Action Officer*. B.S. (1960) West Chester University; M.Ed. (1963) Boston University; M.S. (1977) Columbia University.

**Kathleen A. Gentile**, *Associate Dean of Financial Aid*. B.A. (1977) State University of New York at Geneseo; M.S. (1979), Ed.S. (1979) State University of New York at Albany.

**Myra E. Gooding**, *Associate Director of Alumni Programs*.

**Harrison L. Gregg**, *Associate Director of Institutional Research and Project Manager*. A.B. (1964) Harvard College; M.A. (1980) University of Massachusetts at Amherst.

**Margaret Adams Groesbeck**, *Head of Library Reference and Online Services*. B.A. (1968) Barnard College; M.S. (1972) Columbia University; M.A. (1996) University of Connecticut.

**Shannon D. Gurek**, *Assistant Comptroller*. B.S. (1992), C.P.A. (1995) Nichols College.

**Scott Hanscom**, *Librarian, Russian Language Cataloger*. B.A. (1987) Dickinson College; M.L.S. (1992) State University of New York at Albany.

**Michael T. Hawkins**, *Assistant Dean of Admission*. B.A. (1984) Williams College; M.T.S. (1990) Harvard Divinity School.

**Marjorie Hess**, *Head of Library Catalog Section*. A.B. (1962) Smith College; M.L.S. (1973) State University of New York at Geneseo.

**Gail B. Higgins**, *Family Nurse Practitioner, Health Service*. B.S.N. (1985), M.S.N., R.N.C. (1994) University of Massachusetts at Amherst.

**David D. Hixon**, *Coach and Assistant Athletic Director, Department of Physical Education and Athletics*. A.B. (1975) Amherst College; M.S. (1979) University of Massachusetts at Amherst.

**Tracy L. Holleran**, *Assistant Dean of Students, Assistant Director of Career Counseling, and Health Professions Advisor*. B.A. (1993) State University of Geneseo; M.S. (1994) State University of New York at Oneonta.

**Marjorie A. Hutter**, *Assistant Director of Foundation and Corporate Support*. B.A. (1979) St. John's College; M.P.A. (1988) University of Massachusetts at Amherst.

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**Jerold D. Johnson**, *Director of Campus Center/Student Activities and Assistant Dean of Students*. B.A. (1980) State University of New York at Oswego; M.A. (1982) Indiana University of Pennsylvania.

**Karyn A. Jones**, *Assistant Dean of Students, Assistant Director of Career Counseling, and Study Abroad Advisor*. B.S. (1986), M.S. (1989) University of Wisconsin at LaCrosse.

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**Michael Kasper**, *Reference/Instruction Librarian*. B.A. (1967) Harpur College; M.L.S. (1973) University of British Columbia.

**Michael C. Kiefer**, *Chief Advancement Officer*. B.A. (1974) La Salle College; M.A. (1977) Boston College.

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**John Lancaster**, *Curator of Special Collections, Library*. B.A. (1964) Williams College; M.S. (1970) Simmons College School of Library Science.

**P. Scott Lapinski**, *Systems Librarian*. B.A. (1989) University of Massachusetts at Amherst; M.S.L.I.S. (1996) Simmons College.

**Rebecca Lee**, *Associate Dean of Students*. B.A. (1978), M.S. (1979) University of Pennsylvania.

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**Benson Lieber**, *Dean of Students*. B.A. (1972) Columbia College; M.A. (1974), M.Phil. (1978) Columbia University.

**Susan R. Little**, *Associate Dean of Students and Director of the Office of Career Counseling*. B.A. (1956) Stetson University.

**Meredith K. Lucchesi**, *Assistant Dean of Admission*. B.A. (1987), M.Ed. (1991) University of Massachusetts at Amherst.

**Gerald M. Mager**, *Registrar and Director of Institutional Research*. A.B. (1965), A.M. (1967), Ph.D. (1972) University of Illinois; A.M. (hon. 1982) Amherst College.

**Fidele Malloy**, *Associate Director of Alumni Programs*. B.A. (1966) Wheaton College; M.Ed. (1967) Tufts University.

**John W. Manly**, *Acting Director, Academic Computer Center/VAX Systems Manager*. A.B. (1985) Amherst College.

**Peter J. Martel**, *Director of Personnel*. B.A. (1977) Salem State College; M.Ed. (1981) Suffolk University; M.S. (1992) University of Rhode Island.

**Robert R. May**, *Psychotherapist and Director of Counseling Center*. B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University; A.M. (hon. 1981) Amherst College.

**Kathleen Mayberry**, *Associate Dean of Admission*. B.S. (1977) University of Massachusetts at Amherst; M.A. (1990) Clark University.

**Billy T. McBride**, *Coach, Department of Physical Education and Athletics*. B.S. (1979) Tennessee State University.

**Darien F. S. McFadden**, *Psychotherapist, Counseling Center*. B.A. (1988) Colgate University; M.A. (1991) University of Pittsburgh.

**Denise McGoldrick**, *Director of Health Education*. B.A. (1971) Lehman College; M.S. (1977) Hunter College.

- James M. McKeon**, *Coach, Department of Physical Education and Athletics*. B.A. (1982) Middlebury College.
- Jill Meredith**, *Curator of European Art, Mead Art Museum*. B.A. (1972) New York University; M.A. (1975) Columbia University; M.Phil. (1977) Yale University; Ph.D. (1980) Yale University.
- Edward J. Mills**, *Coach, Department of Physical Education and Athletics*. B.A. (1988) University of Dayton.
- Jean D. Moss**, *Associate Dean of Students*. M.Ed. (1972) University of Massachusetts at Amherst.
- Timothy A. Neale**, *Assistant Director of Alumni Programs*. A.B. (1970) Amherst College; M.A.T. (1971) Brown University; M.H.S.A. (1980) University of Michigan.
- Diane Norman-Lentz**, *Family Nurse Practitioner, Health Service*. B.A. (1978) Vassar College; M.S.N., R.N.C. (1985) Pace University.
- Christine Paradis**, *Coach, Department of Physical Education and Athletics*. B.B.A. (1984) College of William and Mary; M.Ed. (1993) Springfield College.
- Susan Pikor**, *Executive Assistant to the President and Secretary to the Board of Trustees*. A.B. (1965) Emmanuel College.
- John A. Pistel**, *Senior Development Officer*. A.B. (1969) Amherst College; M.A. (1973) Fairfield University.
- Kristin V. Rehder**, *Director of Development Communications*. B.A. (1974) Randolph-Macon Women's College.
- Maria Rello**, L.A.T.C., *Athletic Trainer*. B.S. (1989), M.S. (1994) University of Massachusetts at Amherst.
- Jane E. Reynolds**, *Dean of Admission*. B.A. (1978) College of the Holy Cross; Ed.M. (1984) Harvard University.
- Peter H. Robson**, *Coach, Department of Physical Education and Athletics*. B.A. (1981) Trent University, Ontario, Canada.
- Martha A. Sandweiss\***, *Director of Mead Art Museum*. B.A. (1975) Radcliffe College; M.A. (1977), M.Phil. (1981), Ph.D. (1985) Yale University.
- Peter J. Shea**, *Comptroller*. B.B.A. (1974), M.B.A. (1979) University of Massachusetts at Amherst.
- Susan M. Sheridan**, *Head of Library Technical Services*. B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University; M.P.A. (1984) University of Massachusetts at Amherst.
- John Siedlecki**, *Head Football Coach, Department of Physical Education and Athletics*. B.A. (1974) Union College.
- Sharon G. Siegel**, *Treasurer*. B.A. (1972) Gonzaga University; M.S. (1978) University of Massachusetts at Amherst.
- Susan R. Snively**, *Associate Dean of Students/Writing Counselor*. A.B. (1967) Smith College; M.A. (1968), Ph.D. (1976) Boston University.
- Mary Jane Sobinski-Smith**, *Brooks Humanities Librarian*. B.A. (1975) University of Connecticut; M.L.S. (1987) Southern Connecticut State University.

**Peter G. Solomon**, *Coach, Department of Physical Education and Athletics*. B.S. (1985) North Carolina State University; M.A. (1993) University of Connecticut.

**Sarah Sutherland**, *Assistant Dean of Faculty*. B.A. (1972) Skidmore College; M.A. (1973), M.Phil. (1975), Ph.D. (1978) Columbia University.

**Charles G. Thompson**, *Director of Dining Services*. A.O.S. (1977) Culinary Institute of America.

**Ruth B. Thornton**, *Assistant Director of Personnel*.

**Paul M. Trumble**, *Serials Librarian*. B.A. (1979) State University of New York at Potsdam; M.L.S. (1989) University of Rhode Island.

**Frances E. Tuleja**, *Associate Dean of Students*. B.A. (1974) Douglass College, Rutgers University; M.A. (1984) University of Pennsylvania.

**William McC. Vickery**, *Assistant Treasurer for Business Administration*. A.B. (1957) Amherst College; M.B.A. (1959) Harvard Business School.

**Marvin E. Weaver**, *Director of Foundation and Corporate Support*. B.A. (1966), M.A. (1968) University of Alabama.

**P. Louise Westhoff**, *Assistant Registrar*.

**Scott H. Willson**, *Major Gifts Officer*. B.S. (1959), M.Ed. (1984) Springfield College.

**Douglas C. Wilson**, *Secretary for Public Affairs*. A.B. (1962) Amherst College; M.A. (1964) The Fletcher School of Law and Diplomacy.

**George B. Wingblade**, *Director of Physical Plant*. B.S.E. (1973) San Francisco State University; M.Ed. (1987) Cambridge College; Ed.D. (1994) Nova Southeastern University.

**Stanley M. Zieja**, L.A.T.,C., *Head Athletic Trainer*. B.S. (1973) University of Massachusetts at Amherst; M.S. (1976) United States International University at San Diego.

**Katie Allan Zobel**, *Associate Director of Alumni and Parent Programs*. B.A. (1989) Boston College.

**Timm M. Zolkos**, *Director of Major Gifts*. B.A. (1981) Middlebury College.

#### RELIGIOUS ADVISORS

George L. Cadigan, A.B.

*Minister at the College, Emeritus*

The Rev. Deene D. Clark, D.MIN.

*Protestant Religious Advisor*

Rabbi Edward Feld, D.D.

*Jewish Religious Advisor*

Rabbi Yechiael Lander, M.A.

*Jewish Religious Advisor, Emeritus*

The Rev. Joseph Quigley, B.S.

*Catholic Religious Advisor, Emeritus*

The Rev. Paul V. Sorrentino, M.DIV.

*Christian Fellowship Advisor*

The Rev. Bruce Norcross Teague, M.DIV.

*Catholic Religious Advisor*



## GRADUATE FELLOWS

- Irene Y. Cheung, A.B., *Assistant to the Secretary for Public Affairs on the Ives Washburn Grant.*
- Robert M. Elwood, A.B., *Edward Hitchcock Fellow in Physical Education.*
- Jessica R. Keimowitz, A.B., *Assistant to the Dean of Admission and Mayo-Smith Intern.*
- Ihan Kim, A.B., *Assistant to the Dean of Admission and Eugene S. Wilson Intern.*
- Michael P. Reilly, A.B., *Susan and Kenneth Kermes Fellow in Computer Science.*
- Nuno Sa'Couto, A.B., *Choral Assistant in Music.*
- Gregory R. Werner, A.B., *Associate in Music.*

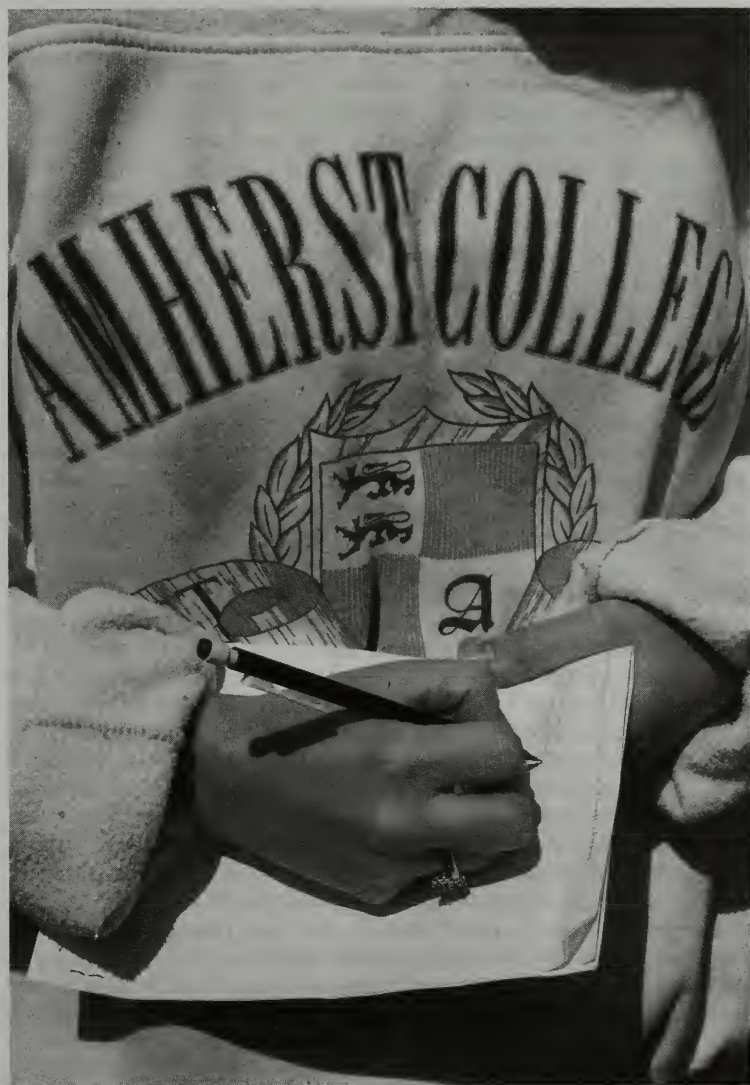
## FIVE COLLEGES INCORPORATED

- Lorna M. Peterson, Ph.D., *Five College Coordinator.*
- Carol A. Angus, M.A.T., *Associate Coordinator for Information and Publications.*
- Elizabeth Loudon, M.F.A., *Assistant Coordinator for Program Planning and Development.*
- Nathan A. Therien, Ph.D., *Assistant Coordinator for Academic Affairs.*
- Thomas A. Warger, Ph.D., *Assistant Coordinator for Information Systems.*
- Jean Stabell, M.A., *Business Manager and Treasurer.*



# II

## AMHERST COLLEGE





# Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,570 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their junior and senior years; Honors work is encouraged and in recent years has been undertaken by nearly half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 165 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of more than 100 students; about 75 percent of the classes and sections have 25 students or fewer.

Amherst has extensive physical resources: a library of more than 800,000 volumes and over 29,000 other media materials, science laboratories, a mathematics and computer science building, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and

another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

## FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 63 for further information.) Also freely available to students are the libraries of each institution. The present and continuing emphasis of the Five College Libraries is on the sharing and enhancement of total resources and services.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five

College senior appointments bring to the area distinguished international figures, listed on pages 291-297.

## EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 54.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

### *The Twelve College Exchange*

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students Frances Tuleja.

### *The Williams College-Mystic Seaport Program in American Maritime Studies*

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

### *The National Theatre Institute*

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

### *The Associated Kyoto Program*

The Associated Kyoto Program, sponsored by Amherst and 14 other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About fifty students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professors Ray A. Moore or Wako Tawa or the Study Abroad Advisor.

### *Göttingen Exchange*

Amherst maintains a student exchange program with Göttingen University in Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen for a full academic year. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Amherst applicants should have the equivalent of fourth-semester proficiency in the German language. Details about the exchange programs may be obtained from the Department of German.

## Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Dean Hideo Higuchi of the Institute for Language and Culture at Doshisha University is acting as our Amherst representative.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by fifteen American liberal arts colleges, has hosted more than 800 American undergraduates for a year of study in Kyoto and has awarded more than forty fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for faculty participation in the AKP are announced in the spring semester every year. Also, since 1958, a graduating Amherst College Senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst. Amherst also hosts an annual summer program for more than thirty selected Doshisha students under faculty direction who come to the College for intensive English for credit.



## The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, musical scores, and curios from the Renaissance and theater history.

Located 100 yards from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a landmark building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble exterior is an Elizabethan great house with vaulted ornamental plaster ceilings, richly panelled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banqueting hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor long gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of a rich and varied season of public and educational programs.

The Folgers intended the Library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting over 100 public concerts, literary readings, lectures, and other events during the year; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare in American schools. Over 200,000 visitors attend exhibitions and events at the Folger each year. Thousands more enjoy the national broadcasts of the Folger Consort, which is in residence at the Library. Others refer to the Library's monographs, the *Shakespeare Quarterly*, and the Folger edition of the complete plays, in progress.

### FOLGER LIBRARY OFFICERS

Werner L. Gundersheimer, Ph.D., *Director*  
 Jane B. Kolson, M.P.A., *Director of Development*  
 Richard J. Kuhta, M.A., M.L.S., *Librarian*  
 Barbara A. Mowat, Ph.D., *Director of Academic Programs*  
 Janet A. Griffin, M.A., *Director of Public Programs*  
 Melody P. Fetske, C.P.A., *Comptroller*

1. Introduction

2. Methodology

3. Results

4. Discussion

5. Conclusion

6. References

7. Appendix

8. Acknowledgements

9. Author Biographies

10. Contact Information

# III

ADMISSION

TUITION AND FEES

FINANCIAL AID



PLANTAS  
DE LA ZONA  
DE LA SIERRA



# Admission

**A**LTHOUGH admission to Amherst College is highly competitive, no rigid formula exists for gaining admission. We are particularly interested in students with a strong intellectual perspective and curiosity about a broad range of knowledge. We seek applicants from a variety of races, classes, ethnic and economic groups, whose varied backgrounds will contribute significantly to a process of mutual education both in and outside the classroom.

While no precise list of secondary school courses is required for entrance, we strongly recommend the following as minimal preparation for a liberal arts education at Amherst, with the understanding that content and availability will vary from school to school and that most successful applicants will have taken a course of study well beyond this minimum:

English—four years; Mathematics—through pre-calculus; three or four years of one Foreign Language; two years of History and Social Science; at least three years of Natural Science, including one year of a Laboratory Science.

We evaluate candidates in terms of both achievement and promise, emphasizing the extent to which the student has taken advantage of his or her educational opportunities. The strongest applicants are those who have completed the most rigorous coursework available in their curriculum and who have contributed in some significant way to the life of their school or community. Amherst offers financial aid, within the resources of the College, to all accepted candidates who show evidence of need.

All applicants for admission must complete three SAT II Subject Tests administered by the College Board, plus either the Scholastic Assessment Test (SAT I) or the American College Test (ACT). One subject test should be in English. Students whose first language is not English must take the TOEFL exam. Amherst accepts the Common Application. The application deadline is December 31, 1996. Amherst also offers an Early Decision option, with a November 15 application deadline. Students accepted under Early Decision agree to attend Amherst College. There is no provision for mid-year admission except for transfer candidates. With rare exceptions, degree candidates at Amherst are full-time students. Amherst awards only A.B. degrees.

The Office of Admission can answer inquiries and provide information for all applicants. For information, publications pertaining to admission, and an application write:

Dean of Admission  
Wilson Admission Center, Box 2231  
Amherst College  
P.O. Box 5000  
Amherst, MA 01002-5000

Our e-mail address is [ADMISSIONS@AMHERST.EDU](mailto:ADMISSIONS@AMHERST.EDU)  
and our Web page is located at <http://www.amherst.edu>.

For information on readmission see page 55.

## TRANSFERRING TO AMHERST

Each year Amherst admits transfer students, most for enrollment in September and a few for matriculation at the end of January. Respective deadlines are February 1 and November 1.

Since the late 1960s the College has established a strong tradition of admitting community college graduates, veterans and other individuals whose experience in the work world will add a special dimension to student life. Applicants with backgrounds from academic institutions unlike Amherst are also given special attention. Very few transfers are admitted from private universities and other liberal arts colleges. Candidates from colleges in the vicinity of Amherst who may take courses through Five College cooperative arrangements are not encouraged to transfer to Amherst.

Regardless of age or previous academic achievement, successful candidates are those who have unusual curiosity about learning and the motivation needed to thrive as non-traditional students at Amherst. Transfer applicants must present enough credits to earn full sophomore standing and may not graduate from Amherst without two complete years of academic credit from the College.

## INTERNATIONAL STUDENT ADMISSION

Amherst welcomes applications from students who are not U.S. citizens. Approximately 15 to 20 international students enter Amherst each year from countries such as China, Croatia, Bulgaria, and the Dominican Republic. Because of the great number of applicants from abroad, all candidates should understand that admission is very competitive and requires exceptional academic credentials. Although financial aid for international students is very limited, Amherst will meet the needs of accepted students within the resources of the College. No student should fail to apply simply for lack of funds. Financial aid for international transfer candidates is reserved for those already attending colleges or universities in the United States.

## Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a \$55 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of \$200 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	\$27,460
Student Activities Fee	275
Residential Life Fee (not required of off-campus residents)	42
Campus Center Program Fee	50
Student Health Insurance (optional)	325
	<u>\$28,152</u>

The first semester bill in the amount of \$14,039 is mailed to all parents in July and is due and payable on or before August 12, 1996. The second semester bill totaling \$14,113 is mailed in December and is due and payable on or before January 10, 1997. All College scholarships, Knight Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1996-97 is determined by the Student Allocations Committee. The \$200 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a \$42 Residential Life Fee and a \$50 Campus Center Program Fee which are used to promote all campus programs.

The charge of \$325 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1996, through August 31, 1997. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Continuing and returning students are also required to pay before March 14, 1997, a non-refundable Advance Tuition Deposit.

Each new student, or former student reentering, is charged a \$175 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

*Payment Plans*

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Knight College Resource Group, 855 Boylston Street, Boston, Massachusetts 02116-9854.

*Tuition Changes*

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past twenty-two years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

*Refund Policy*

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 49.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

## TUITION

Period of attendance calculated from day of first scheduled classes:

*Fall semester*

Prior to September 3		\$10,820
September 3-13	90%	9,738
September 14-29	50%	5,410
September 30-October 26	25%	2,705
October 27 or later		no refund

*Spring semester*

Prior to January 27		\$10,820
January 28-February 6	90%	9,738
February 7-22	50%	5,410
February 23-March 20	25%	2,705
March 21 or later		no refund

## ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

## SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

*The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.*



# Financial Aid

**I**N a sense, every student at Amherst College is on scholarship. Beginning in September 1996, the comprehensive charge for tuition, room and board will be \$27,460 and yet the education of each student costs the College more than \$40,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Supplemental Educational Opportunity Grant, Direct Stafford/Ford Loan, Perkins Loan, and Direct Parent Loan for Undergraduate Students programs.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over two-fifths of the students receive scholarship grants; almost one-half receive loan and employment assistance.

## FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees, and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedures of the College Scholarship Service and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), the initial \$5,100-\$5,300 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the

College, students may expect to receive gift aid to cover the balance of their needs. Student loans require no payment of principal before graduation from Amherst. The loans are typically repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that not so large a loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. A recipient of outside scholarship awards may be subject to reductions in the expected loan and, in some cases, scholarship amount, in accordance with the recipient's financial need.

### APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made shortly after the time of admission to the College.

To apply for financial aid from the College, a candidate must submit: (1) an Amherst College Application for Financial Aid, to be completed by the candidate for admission no later than February 15; and (2) a Financial Aid PROFILE form, to be completed by the candidate's parents and submitted to the College Scholarship Service (CSS) no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information. To obtain a PROFILE form, complete a PROFILE registration form and submit it with the required fee to CSS at least three weeks in advance of the date for submitting the PROFILE form. PROFILE registration forms may be obtained from secondary school guidance offices or the Office of Financial Aid.

To apply for federal financial aid, a candidate should complete the Free Application for Federal Student Aid (FAFSA) and submit it according to its instructions. About four to six weeks after submitting the FAFSA, the federal government will send a Student Aid Report to the candidate. A copy of all pages of this report should be submitted to the College.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Amherst College Application for Financial Aid by November 15 and the Financial Aid PROFILE form by November 1.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Amherst College Application for Financial Aid by March 1 (November 1 for the spring semester) and the Financial Aid PROFILE form by February 15 (October 15 for the spring semester).

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Office of Financial Aid and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

## WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

... until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

## STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

## ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College*, is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Box 2207, Amherst College, P.O. Box 5000, Amherst, Mass. 01002-5000.



# IV

## GENERAL REGULATIONS DEGREE REQUIREMENTS



GENERAL PRINCIPLES  
OF THE THEORY OF

# General Regulations

## TERMS AND VACATIONS

THE COLLEGE year 1996-97 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

## CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

### A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

#### *Preamble*

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

#### *Article I Student Responsibility*

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

#### *Article II Faculty Responsibility*

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

#### B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

#### C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

#### *Harassment*

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.



*Sexual Harassment*

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and non-

tenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook*. The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook*.

#### *Consensual Sexual Relationships Between Faculty Members and Students*

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

#### ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook*.

## RECORDS AND REPORTS

Grades in courses are reported in three categories:

Honor Grades = A+, A, A-, B+, B, B-

Passing Grades = C+, C, C-, D, Pass

Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A- = 12; B+ = 11, B = 10, B- = 9; C+ = 8, C = 7, C- = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

## PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

## EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

## VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some stu-

dents will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Office of Career Counseling and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the Junior year, although Sophomore year educational leaves are permitted. It is expected that students will spend their Senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 56.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 16. Students who may be away from campus for the spring term should notify their dean and advisor before November 1. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 42 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

## READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans and pay their \$200 non-refundable advance tuition deposits as early as possible, but before March 16. For students planning to return for the spring semester, the letters and the deposits should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting

the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus and pay their advance tuition deposits before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

### TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 63 regarding academic credit from other institutions.)

### DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 58.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

- a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.\*
- b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.\*
- c. Those who in any semester pass all courses but receive an average of less than 6.
- d. Those who have accumulated delinquencies in three or more courses during their college careers.
- e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions

\*See Degree Requirements.

for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

### ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook*.

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the dean in charge of housing or their class dean. First year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

# Degree Requirements

## BACHELOR OF ARTS

**T**HE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite*.

### REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,\* except that a student who has dropped a course without penalty during the freshman year, or who has failed a course during the freshman or sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

### COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

\*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.



In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than thirty-one courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 56.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

Freshmen who experience severe academic difficulty may petition the Dean of Freshmen for permission to drop one course without penalty during their first year. The Dean of Freshmen, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Freshmen.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For sophomores, juniors, and seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

## THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1977 and modified in 1982 and 1992, Freshmen are required to take one course in a program called Introduction to Liberal Studies (ILS). Each ILS course is planned and taught by one or more members

of the Faculty, who develop interdisciplinary approaches to a range of special topics. The subject matter of the courses varies, reflecting the concerns of the Faculty members who devise them. The courses offered for 1996-97 are described on pages 67-72.

Through the ILS courses, Freshmen are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

### THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding; to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the freshman or sophomore year and must be declared by the end of the sophomore year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

#### DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible

for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

#### INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Under ordinary circumstances, the proposal will be submitted during the first semester of the junior year and not under any circumstances later than the eighth week of the second junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Special Programs, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the senior year, and the other during the next college year.

#### DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. Effective with the class of 1997, an independent system of departmental honors has been instituted and the criteria for the awarding of College honors have been redefined. The award of both departmental and College honors will be made by the Faculty of the College and will appear on the diploma. In making such awards, the Faculty will observe the following guidelines:

##### *College Honors*

1. Candidates eligible for the degree *summa cum laude* must have a minimum overall grade point average of 12.00 and have received a recommendation of High Distinction from a department or program in which they have majored.

2. Candidates eligible for the degree *magna cum laude* must have a minimum overall grade point average of 11.50.
3. Candidates eligible for the degree *cum laude* must have a minimum overall grade point average of 11.00.

#### *Departmental Honors*

1. Candidates eligible for the degree High Distinction in [Department or Program] must be recommended by a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *summa cum laude* quality.

2. Candidates eligible for the degree Distinction in [Department or Program] must be recommended by a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of honors quality.

### INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the junior or senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

### FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that

they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of \$50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

## FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook*.

## ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

## COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

# V

## COURSES OF INSTRUCTION







## Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation *s*, and all even-numbered courses are offered in the second semester unless followed by the designation *f*.

### SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

## FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1996-97, Faculty members in groups of one or more will teach 15 Introduction to Liberal Studies courses. Every Freshman must take one of these courses during the first semester. They are open only to Amherst College Freshmen.

**1. Victorians.** Were the Victorians *Victorian*? Were nineteenth-century English men and women typically prudish, stuffy, tasteless and hypocritical? Were they not also the people who invented modern industrial society, who peacefully democratized Europe's most liberal government, and who spread their Empire across the globe? Did they not write classic works of fiction, poetry, wit and humor, and works of social and cultural commentary that show them to be their own harshest critics? Did they not also invent modern economics and revolutionize the life sciences?

To sample and assess some of the Victorians' accomplishment, students will meet Victorians speaking for themselves and of themselves. The class will read novels and poems, essays on society and politics, scientific writings, and criticism of art and culture. Assignments will include works by Charles Dickens, Elizabeth Barrett Browning, Alfred Lord Tennyson, John Stuart Mill and Charles

Darwin. The class will also view a Gilbert and Sullivan operetta, and look at art works of William Morris and the Pre-Raphaelites.

There will be several short papers on assigned work and an oral report on a topic of the student's own choosing.

First semester. Professor Halsted.

**2f. From Text to Performance—Russian Literature and the Opera.** In the Western tradition words and music have joined forces in unique and elaborate ways on the operatic stage. Particularly when we look at the Slavic world, we find that opera composers have drawn upon, with impressive results, major works of nineteenth-century Russian literature. As operas and as literature, these creative endeavors constitute powerful statements about national and personal identity, often projected differently in the two media. We will read Russian prose, poetry, and drama, studying the texts as literature, and then hear and view the Russian and Czech operatic productions which are their counterparts. Examples to be considered are: *Boris Godunov* (Pushkin, 1825/Musorgsky, 1869); *Eugene Onegin* (Pushkin, 1831/Tchaikovsky, 1878); *The Queen of Spades* (Pushkin, 1836/Tchaikovsky, 1890); *The Nose* (Gogol, 1836/Shostakovich, 1934); *Lady Macbeth of the Mtsensk District* (Leskov, 1865/Shostakovich, 1934); *Kat'a Kavanova* (Ostrovsky ["The Storm"], 1859/Janacek, 1921); *From the House of the Dead* (Dostoevsky, 1860/Janacek, 1927). With the help of writings in literary and music criticism, we will attempt to answer such questions as: What is the role of history and myth in the making of literature and opera?; What challenges are encountered when words are set to music?; How do musical and theatrical choices reflect issues of class, gender, and cultural difference? As part of the requirements of the course the class will see a production and hear a pre-performance lecture at the New York City Opera. All readings in translation; no reading knowledge of music is required.

First semester. Professors Kallick and Rabinowitz.

**3. Performance and Composition.** This course will explore the basic elements of performance as an art form, including the relationship between action and environment, time and space and perception and memory on stage. Students will attend a broad range of performances, from traditional theater and opera to contemporary dance and installation work, and record their understanding of what they have seen in weekly papers. In addition, readings and videos will serve not only as a springboard for class discussion but also as a starting point for a final project. Folklore texts from a variety of cultures will provide a narrative framework for the creation of designs or performance pieces, allowing students to develop and adapt their ideas within established contexts.

First semester. Professors Birtwistle and Dougan.

**4f. The HIV/AIDS Pandemic.** The medical condition known to the English-speaking world as AIDS (Acquired Immune Deficiency Syndrome) was first identified in 1981. We have learned subsequently that it is caused by a retrovirus called the HIV (the Human Immunodeficiency Virus) for which there is no known cure. Experts such as Jonathan Mann, former Director of the World Health Organization Global Programme on AIDS, predict that as many as one hundred and ten million men, women and children will be infected with HIV worldwide by the year 2000. In the words of the distinguished scientist Stephan Jay Gould, the spreading HIV/AIDS pandemic is "both a natural phenomenon and, potentially, the greatest natural tragedy in human history."

The members of the class will devote the semester to critical thinking about that statement across the traditional categories of a liberal arts education: nat-

ural sciences, humanities and social sciences. What sorts of questions about HIV/AIDS do each of these disciplinary clusters tend to generate? How are they different? By what standards should they be evaluated?

We will begin by learning the current status of biological and medical knowledge about the disease, as well as about patient care both here and abroad. Next, we will reconstruct a history of the HIV/AIDS pandemic and study how creative artists have represented it in words and images. Finally we will focus on prevention, examining the interaction between public policy, politics and AIDS activism. Throughout the course special attention will be given to such issues as gender and sexuality, race, economic status and the role of the mass media.

First semester. Professor Bezucha.

**5. Entropy and Energy.** The focus of this course is on the two concepts of entropy and energy. They play a central role in our attempts to understand our universe, in both theoretical and practical ways. In this course, which is designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, we will study historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of biological and physical phenomena. Some societal implications will also be discussed; we will treat, for instance, the diverse ways in which energy transformations of various sorts affect our lives. Our studies will also include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the uses to which the ideas of energy and entropy are put in literature, the arts and social sciences. No special science or mathematics preparation will be assumed.

First semester. Professor Kropf.

**6f. Memory.** What is memory? Most people think they know. But why do we remember some things more accurately and vividly than others? Why are we sometimes wrong? Is there a difference between forgetting and failing to recall? How is memory defined by those who study it through scientific experiment? How are brain structures involved in memory?

How does the fallibility of memory affect the efforts of historians to write about the past? Do they, for instance, make allowances for what was already forgotten before some past experience was recorded? How valid are historians' claim to serve as the memory of society?

What roles does memory play in the creative work of artists? Is it simply "raw material" for them? If they take liberties with what they remember, can they still "write truly"? What do they gain or lose by altering "the truth"?

In writing autobiography, is the author chiefly a historian, or an artist, or something else, perhaps a witness? If you were writing an autobiography, how would you use the welter of remembered matter or confront the fact that you have forgotten many things? What would you censor out, and why?

The course draws on a wide variety of scholarly and creative work to let students respond to such questions, and raise others, in a series of essays, experiments, practicums and a field trip. The course ends with a reading of Vladimir Nabokov's *Speak Memory: An Autobiography Revisited* and a chance for students to reflect on autobiographical writing of their own.

First semester. Professor Czap and Dean Snively.

**7. The Imagined Landscape.** Most Americans believe that our world faces "an ecological crisis"—that the "natural environment" is threatened as never before

by encroachments from human technology. But what assumptions lie behind these perceptions? What images of the land and of human culture underpin the familiar rhetoric of environmentalism? Can we intelligently decide about the "threat" contemporary human society poses to "nature" if we do not first become keenly self-critical about what we are seeing and how we are seeing it?

This course attempts to make students more self-conscious about their own views of the environments they inhabit. We study first how a variety of people in the past have defined their connections to the natural landscape and then consider some current perspectives in light of what we have learned. Using critical and analytical tools from the social sciences and literature, we ask about the myths, assumptions and attitudes which inform the various perceptions we encounter. To what extent are human beings regarded as "part and parcel" of nature? To what extent are people distanced from the natural landscape? Is nature seen as beneficent or malevolent? Is it a source of nurture or a place of danger? How are we, as individuals, to reconcile—or to live with—the many apparently contradictory perspectives that we read about from others and experience within ourselves?

Whatever specific examples we consider, our central propositions remain consistent: (1) that the relationship between people and nature is complex and paradoxical; (2) that the human *imagination* plays a central—and often misunderstood—role in how we view the world around us; (3) that changing our relationship to nature ("solving the ecological crisis") is as much an imaginative act as it is a matter of social policy, political program, scientific research or technological adjustment.

We take some, but not all, of our examples from New England history (including, especially, Thoreau and the Transcendentalist response to the rise of Industrialism) and from writings about the American West. We read literary, historical, anthropological, sociological and ecological texts as a basis for our discussions and also look at films, photographs and paintings. Students write several short essays and produce one long final paper.

First semester. Professors Dizard and K. Sweeney and Lecturer Looker.

**8f. Imaging the Other.** As we attempt to state who we are, we often do so by saying who we are not. This course will explore cases in which societies define themselves by excluding other groups, that is, by making them into the Other. One focus of the course will be the paradigmatic case of anti-semitism in the Greco-Roman world and in medieval Europe. Other cases will touch on Western views of Africa and China, and African and Chinese views of the West beginning with the Enlightenment. Art, fiction, film, social commentary and political tracts will be the focus of our critical analysis. Having investigated this process of self-definition and exclusion, we will turn our attention to contemporary U.S. society.

First semester. Professors Dennerline, Goheen, and Redding.

**9. Chaos and Fractals in Nature and in Art.** In the past ten years, the threads of nonlinear dynamics and its progeny, chaos and fractals, have spread across the scientific disciplines like a spider's intricate web, with ties to the social sciences, art, music, and literary criticism. In this course we will learn about the science of nonlinear dynamics, chaos, and fractals to explore many broad questions: What is exciting scientifically about these new fields? Do they constitute a revolution in science? How does the development of these fields illustrate the connections between science and technology? Chaos implies a loss of scientific predictability. How does that inform the questions of determinism and free will? To what extent do fractal objects occur in nature or are they a purely

human invention? Are “fractal art” and “fractal music” real art and real music? Why have some literary critics seized upon chaos as a new way of understanding the relationship between literature and the reader? We will explore applications of these ideas in mathematics, the natural sciences, psychology, economics, literature and the arts. Readings will range from James Gleick’s *Chaos* to Jorge Luis Borge’s “The Garden of Forking Paths.” There will be frequent short writing assignments and an individual project at the end of the semester. No science or mathematics prerequisites other than a natural curiosity about the world around us.

First semester. Professors Hilborn and Nicholson.

**10f. National Identity.** This course explores the many meanings of national identity for individuals and for collectivities. Among the questions we will ask are: What are the roots of ethnic solidarity and ethnic hatred? How have national states been constructed as both cultural and political communities? How has the concept of national citizenship been variously defined? How have sovereign states responded to ethnonational diversity within their borders? These questions and others will be addressed comparatively by using evidence drawn from history and from contemporary post-Cold War politics. To this end, we will focus in particular upon a consideration of genocide during the holocaust and in contemporary Rwanda; a comparison of French, German and American concepts of citizenship; an examination of tensions between state and nation in the Balkans and in India; and a consideration of the issues of race, ethnicity and immigration in the United States.

First semester. Professors Basu, Levin, Machala, and Woglom.

**11. Reading Paris.** Can a city be “read”? This course presumes so, and takes as its primary “text” about seventy years (1848-1918) in the history of France’s capital. By means of urban, political, literary, and art history and theory, we will learn to differentiate between the historical Paris and the imaginative one, that is, the Paris that was “written” on and by novelists, poets, photographers, musicians, artists, architects, and politicians. We will study such figures as Baudelaire, Flaubert, Zola, Proust, Apollinaire, and Stein, the Impressionists and the Cubists, Baron Haussmann, and the photographers Nadar and Atget to see how they conceptualized Paris, how they used it for specific ends, and how their imaginations created the city “where all good Americans go when they die.”

First semester. Professor Rosbottom.

**12f. Murder.** Murder is the most serious offense against the legal order and is subject to its most punitive responses. It gives meaning to law by establishing the limits of law’s authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from “ordinary murder” to serial killing and genocide) and inquiring about the differences among them. It examines the definition of homicide in different historical and cultural contexts and compares that crime with other killings which law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the increasing prevalence of murder in American urban life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear

that both arouse? How is murder commodified and consumed in popular culture? What is the significance of such commodification and consumption for the way it finds its way into law's own narratives? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as *Crime and Punishment*, *Macbeth*, Poe's "The Murders at the Rue Morgue," Capote's *In Cold Blood*, Arendt's *Eichmann in Jerusalem*, Camus' *The Stranger*, and Highsmith's *The Talented Mr. Ripley*, and films such as Hitchcock's *Rope*, *Thelma and Louise*, *Unforgiven*, *Silence of the Lambs*, and *Menace to Society*. Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder.

First semester. Professor Sarat.

**13. Evolution and Intellectual Revolution.** Few thinkers have had such a broad and deep influence on their subject as Charles Darwin has had on biology; few scientific theories have had larger effects on western culture than his theory of evolution by natural selection. This course examines the Darwinian theory of evolution, its genesis and its influence. In so doing, we will study Darwin's career, the scientific and non-scientific background to his work, and the debate over evolution with the scientific community as it was conducted in Darwin's time and as it persists to the present day.

First semester. Professors Hansen and Servos.

**14f. Misreadings.** A cartoon in the *New Yorker* a few years back shows a cat trying to open a door on the wrong side. The caption reads: "The cat is trying to open the door on the hinge side. I laugh, then realize that I make the same mistake with people, ideas, and doors, too. Mistakings—not of doors but of people and ideas and events—are the focus of this course. We will consider a range of misreadings in literature, history, and the life sciences: misinterpretation (Oedipus and Odysseus), misconstruction (Othello), misjudgement (in Jane Austen), misapprehension (in Henry James), misrepresentation (Martin Guerre), misappropriation (of history by, for example, Shakespeare), misconceptions (of and in Freud), and the kinds of miscalculations and misdiagnoses described by Stephen Jay Gould as "mismeasures of man." Texts will include works of art and film as well as literary texts, historical accounts, and essays. We will look also at theorists of reading and misreading for help in understanding what it means to "read," especially when reading entails inference, interpretation, the attribution or appropriation of meaning, and the discovery or imposition of narrative sense.

First semester. Dean Sutherland.

**15. The Land Ethic.** The environmental euphoria that seemed to unite the country during the 1970s has been replaced by the cacophony of special interest groups during the 1980s and 1990s. This course examines the roots of the relationship between Americans and their environment, and how that relationship changes when economic and legal interests become paramount. Using the town of Amherst as a test case, we will focus on issues of land use and water quality. We will look closely at the landscape itself, reading it aesthetically, historically, and scientifically. We will read the works of poets, preachers, planners, lawyers and scientists. We will examine Supreme Court cases and historical records of New England.

The student will be asked to be literary analyst, art critic, historian, lawyer and scientist. S/he will be expected to participate in formal and informal presentations, to debate a mock Supreme Court case, and to analyze scientific data collected in the field. There will be frequent writing and some extended field trips.

First semester. Professors Belt and Cheyette.

## AMERICAN STUDIES

Professors Clark, Couvares, Dizard (Chair), Guttman†, Hawkins, and Levin; Associate Professors Sánchez-Eppler\*, Sandweiss\*, and K. Sweeney; Assistant Professor Lin.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in American and African-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

*Major Program.* The Department of American Studies assists the student through the following requirements and advising program:

*Requirements:* American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the Junior Seminar, and, in the senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience.

The student will also take seven other courses about American culture and society selected from various disciplines. At least three, but not more than four of these courses, should be in one department. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

*Advising:* Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

*Departmental Honors Program.* All students majoring in American Studies must complete the requirements outlined above. Departmental honors recommendations will be made on the basis of the quality of the senior essay in light of the student's entire academic record.

*Evaluation.* There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a senior essay, provides for a range of per-

\*On leave 1996-97.

†On leave first semester 1996-97.

formance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

**11. Growing Up in America.** How has American society, which lacks the clearly defined initiation rituals of premodern cultures, dealt with adolescence? The class will begin historically, with an examination of some nineteenth-century lives—male and female, black and white, real and fictional. The focus will then shift to the twentieth century and a more topical approach. Among the topics to be discussed are: the role of sports in men's and women's lives, youth culture on campus, adolescent alienation and rebellion, youth gangs, "the beauty myth," and contemporary redefinitions of masculine and feminine roles. In addition to historical and sociological texts, the class will discuss autobiographies like those of Douglass and Jacobs, fiction by James, Faulkner, Hemingway, Salinger, Baldwin, and Plath, and a number of films (including *Our Dancing Daughters* and *Boyz 'n the Hood*).

[This is the second year of the topic.] First semester. The Department.

**12. Technology and Culture: From Automobiles to Computers.** How can the effects of automobiles on American life—far more extensive than early predictions indicated—help us understand the potential social influence of computers and the computer-related complex of innovations now rapidly developing? The bulk of the course will treat automobiles, exploring such topics as the origins of the automobile industry in both technological invention and traditions of individualism and mobility, the elaborations of corporate structure and the emergence of oligopoly, Henry Ford as folk hero, the shift to a consumption-oriented economy, the effects of assembly-line mass production on workers, the impact of automobiles on human ecology and the natural environment, the influence of automobility on the structure and imagery of novels and films. Approximately the last third of the course will inquire into the past, present, and future of computers, raising similar issues, seeking parallels and differences between the two cases, and asking what the current world preeminence of the United States in microprocessing of information can teach us about a changing American culture.

Second semester. The Department.

**68. Seminar in American Civilization.** "The Embodied Self." Since everyone has a body, every society must have attitudes towards the body and institutions that pattern its behavior. With respect to the body, American society might plausibly be characterized as one that has evolved from seventeenth-century asceticism to twentieth-century hedonism. We will explore a number of topics, including, attitudes towards work, sexuality and reproduction, sports, fashion, body image and aesthetic ideals, and what social psychologists refer to as the "physical attractiveness phenomenon." The discussions of the first half of the semester will focus on common readings representing a broad array of approaches to the topic. The second half of the semester will be devoted to individual research projects, seminar presentations, and the preparation of a term paper.

Second semester. Professor Guttman.

**77, 78. Senior Departmental Honors.**

**97, 98. Special Topics.**

#### RELATED COURSES

**Colonial North America.** See History 28.

Second semester. Professor Sweeney.



- The Era of the American Revolution.** See History 29s.  
Second semester. Omitted 1996-97. Professor Sweeney.
- Early American Material Culture, 1600-1840.** See History 30f.  
First semester. Omitted 1996-97. Professor Sweeney.
- Native American Histories.** See History 31.  
First semester. Professor Sweeney.
- The Civil War and Reconstruction Era.** See History 35s (also Black Studies 59s).  
Second semester. Omitted 1996-97. Professor Blight.
- Seminar on Race and Reunion: The Memory of the Civil War.** See History 36 (also Black Studies 84).  
Second semester. Omitted 1996-97. Professor Blight.
- American Diplomatic History I.** See History 39s.  
Second semester. Omitted 1996-97. Professor Levin.
- American Diplomatic History II.** See History 40.  
Second semester. Professor Levin.
- American Diplomatic History III.** See History 41s.  
Second semester. Omitted 1996-97. Professor Levin.
- Nineteenth-Century America.** See History 42f.  
First semester. Omitted 1996-97. Professor Couvares.
- The Rise of Mass Culture.** See History 44.  
Second semester. Omitted 1996-97. Professor Couvares.
- Seminar in U.S. Cultural History.** See History 45s.  
Second semester. Professor Couvares.
- Seminar in American Social and Intellectual History.** See History 46f.  
First semester. Professor Hawkins.
- Twentieth-Century America.** See History 47s.  
Second semester. Omitted 1996-97. Professor Hawkins.
- Science and Society in Modern America.** See History 87s.  
Second semester. Professor Servos.
- Seminar in Comparative History.** See History 99.  
First semester. Omitted 1996-97.
- Studies in American Literature.** See English 61s.  
Second semester. Omitted 1996-97. Professor Johnson.
- Studies in Nineteenth-Century American Literature: American Literature in the Age of Democracy.** See English 62f.  
First semester. Professor O'Connell.
- American Renaissance.** See English 63.  
First semester. Omitted 1996-97. Professor Guttman.
- Realism and Modernism.** See English 64.  
Second semester. Professor Townsend.
- African-American Literature: A Survey.** See English 65.  
First semester. Omitted 1996-97. Professor O'Connell.

- African American Folklore.** See English 66.  
Second semester. Professor Johnson.
- Literature of the Civil Rights Movement.** See English 67s.  
Second semester. Omitted 1996-97. Professor Townsend.
- Jewish Writers in America.** See English 68.  
Second semester. Professor Guttmann.
- American Men's Lives.** See English 69.  
First semester. Professor Townsend.
- Readings in American Literature.** See English 71s.  
Second semester. Omitted 1996-97. Professor Sánchez-Eppler.
- Southern Literature.** See English 72.  
Second semester. Professor Johnson.
- "This New Yet Unapproachable America": Contemporary Literature by Asian Americans.** See English 73s.  
Second semester. Professor O'Connell.
- Performance of African American Literature.** See English 74f.  
First semester. Professor Johnson.
- Seminar in English Studies: Native American Expressive Traditions.** See English 75, section 1.  
First semester. Professor O'Connell.
- Studies in Classic American Film.** See English 80f.  
First semester. Professor Cameron.
- Film Noir and the Art of Hollywood Film.** See English 81.  
First semester. Omitted 1996-97. Professor Cody.
- Black Gay Fiction.** See English 91.  
First semester. Professor Johnson.
- American Art and Architecture, 1600 to Present.** See Fine Arts 54.  
Second semester. Professor Clark.
- American Painting and Sculpture to 1860.** See Fine Arts 56.  
Second semester. Omitted 1996-97. Professor Clark.
- American Painting 1860-1940.** See Fine Arts 57.  
First semester. Omitted 1996-97. Professor Clark.
- Topics in Fine Arts: Winslow Homer and Thomas Eakins.** See Fine Arts 92, topic 1.  
Second semester. Professor Clark.
- Topics in Theater and Dance.** See Theater and Dance 86.  
Second semester. Omitted 1996-97. Playwright-in-Residence Congdon.
- American Theater: The Golden Age.** See Theater and Dance 88.  
Second semester. Professor Birtwistle.
- The Family.** See Sociology 21s.  
Second semester. Professor Dizard.
- Sociology of Mass Media.** See Sociology 23.  
First semester. Professor Lembo.

- State and Society.** See Sociology 24f.  
First semester. Professor Himmelstein.
- The Sociology of Culture.** See Sociology 29s.  
Second semester. Omitted 1996-97. Professor Lembo.
- Race and Ethnicity in the United States.** See Sociology 31s.  
Second semester. Professor Lin.
- Social Movements and Collective Behavior.** See Sociology 32.  
Second semester. Omitted 1996-97. Professor Himmelstein.
- Asian Americans.** See Sociology 40f.  
First semester. Professor Lin.
- Conservatism in America: The Rise and Future Prospects of the Right.** See Sociology 41s.  
Second semester. Professor Himmelstein.
- Sport and Society.** See Sociology 44.  
Second semester. Omitted 1996-97. Professor Guttman.
- The Social Experience in Mass Culture.** See Sociology 48f.  
First semester. Omitted 1996-97. Professor Lembo.
- Short Stories from the Black World.** See Black Studies 23.  
First semester. Professor Rushing.
- Representations of Black Women in Black Literature.** See Black Studies 24.  
Second semester. Omitted 1996-97. Professor Rushing.
- African-American Autobiographies.** See Black Studies 26.  
Second semester. Professor Rushing.
- Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies.** See Black Studies 27.  
First semester. Professor Rushing.
- Introduction to African-American Music and Musicians.** See Black Studies 50.  
Second semester. Professors Boyer and Lateef of the University of Massachusetts.
- Introduction to African-American Poetry.** See Black Studies 54.  
Second semester. Omitted 1996-97. Professor Rushing.
- Seminar in Comparative History.** See Black Studies 55.  
First semester. Omitted 1996-97.
- African-American History from the Slave Trade to Reconstruction.** See Black Studies 57 (also History 33).  
First semester. Omitted 1996-97. Professor Blight.
- African-American History from Reconstruction to the Present.** See Black Studies 58 (also History 34).  
Second semester. Professor Ferguson.
- Industrial Organization.** See Economics 24f.  
First semester. Omitted 1996-97. Professor Takeyama.
- The Economic History of the United States.** See Economics 28.  
Second semester. Omitted 1996-97. Professor Barbezat.

**Current Issues in the United States' Economy.** See Economics 30f.

First semester. Omitted 1996-97. Professor Barbezat.

**The Social Organization of Law.** See Law, Jurisprudence and Social Thought 18f (also Political Science 18f).

First semester. Professor Sarat.

**Rights and Wrongs.** See Law, Jurisprudence and Social Thought 22f.

First semester. Professor Kearns.

**Legal Institutions and Democratic Practice.** See Law, Jurisprudence and Social Thought 23.

First semester. Professor Douglas.

**Law and Social Relations: Persons, Identities and Groups.** See Law, Jurisprudence and Social Thought 28f.

First semester. Professor Umphrey.

**The Rhetoric of Law: Proof and Persuasion in the Legal Process.** See Law, Jurisprudence and Social Thought 30.

Second semester. Omitted 1996-97. Professor Sarat.

**Race, Place, and the Law.** See Law, Jurisprudence and Social Thought 33.

First semester. Professor Delaney.

**Accusation and Confession.** See Law, Jurisprudence and Social Thought 36.

Second semester. Professor Douglas.

**Artistic Representation and Legal Regulation.** See Law, Jurisprudence and Social Thought 38.

Second semester. Omitted 1996-97. Professor Douglas.

**Law's History.** See Law, Jurisprudence and Social Thought 43s.

Second semester. Professor Umphrey.

**The Civil Rights Movement: From Moral Commitment to Legal Change.** See Law, Jurisprudence and Social Thought 44.

Second semester. Professor Delaney.

**American Government.** See Political Science 21s.

Second semester. Omitted 1996-97. Professor Dumm.

**Political Obligations.** See Political Science 23s.

Second semester. Professor Arkes.

**The American Presidency.** See Political Science 33.

First semester. Professor Dumm.

**Re-Imagining Law: Feminist Interpretations.** See Political Science 39s (also Law, Jurisprudence and Social Thought 39s).

Second semester. Omitted 1996-97. Professor Bumiller.

**The American Constitution I: The Structure of Rights.** See Political Science 41.

First semester. Professor Arkes.

**The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws."** See Political Science 42.

Second semester. Professor Arkes.

**U.S. Relations with Asia.** See Political Science 55.

First semester. Omitted 1996-97.

**Seminar in Constitutional Law: The Law of Presidential Power.** See Political Science 58.

Second semester. Omitted 1996-97. Professor Arkes.

**American Political Culture.** See Political Science 63s.

Second semester. Omitted 1996-97. Professor Dumm.

**Studies in Statesmanship: Abraham Lincoln.** See Political Science 67s.

Second semester. Omitted 1996-97. Professor Arkes.

**Religion in the Atlantic World, 1450-1808.** See Religion 32f.

First semester. Professor Wills.

**American Religious History I.** See Religion 59s.

Second semester. Omitted 1996-97. Professor Wills.

**American Religious History II.** See Religion 60.

Second semester. Professor Wills.

**Topics in Feminist Theories I: Practices of Race and Gender Resistance.** See Women's and Gender Studies 23s.

Second semester. Omitted 1996-97. Professor Bumiller.

**Topics in Feminist Theories II: Identifying Bodies.** See Women's and Gender Studies 24f.

First semester. Professor Barale.

**Representing Domestic Violence.** See Women's and Gender Studies 53.

First semester. Omitted 1996-97. Professors Bumiller and Sánchez-Eppler.

## ANTHROPOLOGY AND SOCIOLOGY

Professors Babb\*, Dizard, Gewertz, and Himmelstein (Chair); Associate Professor Goheen; Assistant Professors Lembo and Lin; Five College Assistant Professor Trostle; Visiting Assistant Professor Mangan.

The Anthropology and Sociology program is designed to familiarize students with the systematic analysis of culture and social life. While anthropology has tended to focus on preindustrial peoples and sociology has tended to focus on industrial societies, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other. The differences in subject matter form a creative tension rather than a distracting divergence.

*Major Program.* Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology 11 or 32 and Anthropology 12 and 23. As well, they must take at least one of the following Sociology courses: Sociology 11, 15, or 16. In addition, majors will take at least four additional anthropology courses. Candidates for degrees with Departmental Honors will take Anthropology 77 and 78 in addition to the other major requirements.

Sociology majors will normally take Sociology 11, 15 and 16 and at least one of the following anthropology courses: Anthropology 11, 12, or 23. In addition to these four required courses, majors will also select four courses, includ-

\*On leave 1996-97.

ing at least one course that focuses on social structure (courses numbered in the 20s) and one that focuses on social processes (courses numbered in the 30s). Candidates for degrees with Departmental Honors will include Sociology 77 and 78 in addition to the other major requirements.

## Anthropology

**11. The Evolution of Culture.** An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archaeology and the prehistoric record.

First semester. Professor Goheen.

**12. Social Anthropology.** An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Gewertz.

**21s. Indian Civilization: Traditional India.** A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

Second semester. Omitted 1996-97. Professor Babb.

**23. History of Anthropological Thought.** An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to Freshmen. First semester. Professor Gewertz.

**25. Material Culture.** This course draws upon the material world in which we live to provide an understanding of how human behavior both affects and is affected by material culture. Material culture is understood as the medium and outcome of behavior, i.e., things that are made, used, and manipulated by human beings. One of the goals of this course is the critical analysis of the various ways in which cultures consciously and unconsciously define themselves by the objects and artifacts they choose to consume, wear, drive, live in, play in, etc.—all of which convey meaning. We will explore the relationship between the empirical world in which we live and the ways in which it defines and is defined by what we think and how we behave. In this way we can come to a better understanding of what material culture is, how it is used, and the role it plays in society.

First semester. Professor Mangan.

**26. African Cultures and Societies.** This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Professor Goheen.

**31s. Anthropological Approaches to the Study of Religion.** An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Not open to Freshmen. Second semester. Omitted 1996-97. Professor Babb.

**32. Topics in Contemporary Anthropology.** This seminar will concern the fundamental relationship in the discipline of anthropology between ethnographic data and social theory. Students will read contemporary works of social theory based primarily on research in Melanesia in order to examine how anthropologists generalize about social processes from the information they collect in the field and how these generalizations come in turn to affect the collection of field data.

Limited to 20 students. Second semester. Professor Gewertz.

**33s. Identity in the Transnational Context.** Identity is a fundamental element in individual and collective life. In this seminar we will examine identity from personal, ethnic, national and transnational perspectives. We will also look at the issues of displacement, nostalgia, diaspora and long-distance nationalism. In considering personal identity, we will explore how individuals organize, construct and discuss an everyday sense of self and identity. We will explore how ethnic and communal identities are assumed, constructed or imagined, and consider issues related to being a minority or a majority population in a society. In considering national identity, we will focus on identification with a "homogeneous" shared national public culture, and a state such as the United States, France, Iran, India and China. In considering transnational identity, we will explore a sense of belonging to a global culture, a cosmopolitan international culture, or maybe being a part of cyber age, space and culture. Other topics to be discussed will include: geographies, deterritorialization, liminality, hybridity, authenticity, occidentalization/orientalization, and human rights. Finally, we will assess what potential anthropology has as a human and social science to cope with such contemporary challenges and issues.

Limited to 25 students. Second semester. Omitted 1996-97.

**35. Gender: An Anthropological Perspective.** This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 25 students. First semester. Professor Gewertz.

**37. Health And Disease: Biocultural Perspectives.** This seminar explores the interaction between cultural patterns and physiological processes in the human experience of health and disease. It will also examine the utility of a cultural perspective on biomedical categories and methods of investigation.

Limited to 25 students. First semester. Omitted 1996-97. Five College Professor Trostle.

**39. The Anthropology of Food.** Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cul-

tural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

First semester. Omitted 1996-97. Professor Gewertz.

**40. Person and Self in Cross-Cultural Perspective.** This course examines notions of person and self across cultures, with specific reference to the cultural construction and experience of social identities. Debate focuses on issues of gender, age, and the expression of emotion, in the context of the different values ascribed to individuality and relationality in different cultures.

Not open to Freshmen. Limited to 25 students. Second semester. Omitted 1996-97.

**41. Visual Anthropology.** This seminar will explore and evaluate various visual genre, including photography, ethnographic film and museum presentation as modes of anthropological analysis—as media of communication facilitating cross-cultural understanding. Among the topics to be explored are the ethics of observation, the politics of artifact collection and display, the dilemma of representing non-Western “others” through Western media, and the challenge of interpreting indigenously produced visual depictions of “self” and “other.”

Limited to 25 students. First semester. Professor Mangan.

**42. The Crisis of the State in Africa.** The European nation-state has been used as a model for the post-colonial state in Africa. But the historical and cultural development of African society has differed markedly from that of the West. This course will examine in detail state systems in Africa. Topics will include theories on the formation of states, the nature of political behavior, and the dynamics of coercion, consent, legitimacy and power in non-Western and colonial cultures. Histories of precolonial African societies, the colonial states, and independent African polities will be read in conjunction with the anthropological works to incorporate insights from both. Various case studies taken from West, Central and Southern Africa will be emphasized. Offered in alternate years.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. Second semester. Omitted 1996-97. Professors Goheen and Redding.

**43s. Economic Anthropology and Social Theory.** This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such “economic facts” as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Second semester. Professor Goheen.

**45. Medical Anthropology.** This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of disease, cultural critiques of biomedicine, and non-Western systems of healing. Case studies will be presented about specific diseases and therapeutic systems.



Requisite: One anthropology course or consent of the instructor. First semester. Five College Professor Trostle.

**46. African Systems of Belief and Knowledge in Historical Perspective.** This course will study the demarcations and contrasts made between magic, science and religion by various theorists (such as Tylor and Frazer, Durkheim and Levy-Bruhl, Mauss, Evans-Pritchard, Levi-Strauss, Horton and others) as applied to indigenous African concepts of power and belief. African notions of cause and effect, the proper relationship of the individual to society, and the religious and magical foundations of social structures will be examined.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1996-97. Professor Goheen.

**77, 78. Senior Departmental Honors.**

**97, H97, 98, H98. Special Topics.** Independent Reading Courses. Full or half course.

First and second semesters. The Department.

### RELATED COURSES

**Perspectives on Asia ... Asian Controversies.** See Asian 11s.

Second semester. Professors Dennerline and Solt and Asian Languages and Civilizations Faculty.

**Language: Its Structure and Use.** See Asian 34.

Limited to 20 students. Second semester. Omitted 1996-97. Professor Tawa.

**Evolutionary Biology of Human Social Behavior.** See Biology 14f.

First semester. Professor Zimmerman.

**Myth, Ritual and Iconography in West Africa.** See Black Studies 42.

Second semester. Professor Abiodun.

**African Divination: Ways of Knowing, Rituals of Healing.** See Religion 25.

First semester. Professor Pemberton.

## Sociology

**11. Self and Society: An Introduction to Sociology.** Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.

First semester. Professor Dizard.

**15. Foundations of Sociological Theory.** Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social

and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

**16. Social Research.** This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs.

Requisite: Sociology 11 or Anthropology 11 or 12. Second semester. Professor Lembo.

**18. The Development of Sociological Theory.** This course examines some of the basic schools of sociological theory and how they have developed in critical relation to each other and to the classics of sociology. It includes those theories that have been around American sociology for so long that they seem established and indigenous (structural-functionalism, conflict theory, exchange theory, interactionism) and those that are new enough to seem critical and insurgent (Marxism and critical theory, feminist theory, post-structuralism).

Second semester. Professor Himmelstein.

**21s. The Family.** The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Second semester. Professor Dizard.

**22. Urban Sociology.** What effects has the historical emergence of cities had on human psychology and public life? How does urban space structure social and economic relations as well as signifying identities and cultural meanings? Is there a common "human ecology" of the urban world in "natural areas" such as the CBD, skid row, the "Tenderloin" or the "Gold Coast?" We focus on poor inner city communities, through case studies of the white ethnic "peer group society" and the nonwhite underclass ghetto, which inform urban planning and public policy. We also examine recent trends in the central-city revitalization through gentrification, growth machine boosterism (sports franchises, casinos), and the evolving post-industrial "symbolic economy" (arts, museums, festival marketplaces and urban theme parking). We also consider the impact of cybernetics and virtual reality on society and space. Students will have opportunity to connect with community development or urban policy work in Holyoke and Springfield.

Second semester. Professor Lin.

**23. Sociology of Mass Media.** This course asks fundamental questions about the mass media, their origins, their purposes and functions; their assumptions; how decisions are made in them; and why they "work." The premise is that these are social institutions with histories. We will examine the social and cultural context in which current news and entertainment systems have developed, paying particular attention to the rise of mass society. In examining the mass media as social institutions, we will focus on who owns and controls media organizations, the unwritten rules and assumptions by which they operate, and how they function in a corporate marketplace. Emphasis will be placed on how mass media organizations construct meanings, and we will analyze the form and content of media imagery in film, news, television entertainment, and popular music. The focus is on media and institutions in the United States, but we will look also at other societies for comparison, considering, as well, the globalization of American popular culture.

First semester. Professor Lembo.

**24f. State and Society.** This course examines the nature of power, authority, and the state. It also looks at statemaking as a process and at some of the issues inherent in the very existence of the modern state: the conditions under which representative democracy flourishes, the nature of the welfare state, and the complicated relationship between the state, nationalism, and ethnicities. Finally, it looks more closely at some of the more idiosyncratic features of American politics, for example, the relatively undeveloped welfare state, low voter turnout, and the distinctive relationship between economic and political power.

First semester. Professor Himmelstein.

**26. The Postmodern Condition.** The postmodern condition may be understood as a distinctive form of social organization that is emerging from inter-related changes in political economy, technology, social structure, and cultural practice. This course will begin by examining a number of perspectives on the transition from modernity, paying particular attention to the ways that social, political, economic, and cultural dimensions of this tradition have been theorized in scholarly accounts. In treating the rise of the post-modern condition from a sociological perspective, the role of the mass media and consumer society will be emphasized. The course will also focus on the deconstruction and reconstruction of identity and a sense of place in a broad range of cultural practices and representational forms. This will involve a consideration of the meanings and uses of ideas of "difference" and "otherness" and of the existence and parameters of social and cultural "borderlands." The postmodern condition is understood to involve both a reactive search for stable identities and coherent cultural practices as well as new formations of identity and cultural practice within a heterogeneous, fragmented, and unstable social order.

Second semester. Professor Lembo.

**27. Imagining the Middle East.** In recent times, no other region of the post-colonial world has stirred such strong emotions in American society as the Middle East. Historically, how have Americans come to hold their attitudes and images of the Middle East? To what extent have these images distorted their understanding of the region? What are some of the social and cultural processes that have shaped the way in which American society has approached the problem of social difference? This course is designed to sensitize students as to issues of orientalism, ethnocentrism, and eurocentrism in academic studies on the Middle East and in popular images. At the same time, as the ethnocentric images of the Middle East are not confined to those of "Western ideologies," the second

part of the course will examine nationalistic and religious reactions to the Western portrait of the Middle East.

First semester. Omitted 1996-97.

**29s. The Sociology of Culture.** This course will examine categories of cultural practice and representation in modern society by seeing them in relation to the rationalization of social life in the West. Throughout the course we will compare and contrast traditional, modernist, and, to a lesser extent, postmodernist conceptions of cultural practice and representation. We will examine the modernist construct of "high" culture, focusing on the aesthetic and political aspects of avant-garde movements in the visual arts from the second half of the nineteenth century to the early twentieth century, understanding them as locations for both the reproduction and contestation of official definitions of cultural practice and representation. We will also examine the modernist construct of "popular" culture, focusing on class, race, gender, ethnicity, and sexuality, again, as locations for the reproduction and contestation of official culture. The raw materials that will form the basis for our inquiry will be painting, photography, film, popular music, and television, as well as a variety of accounts drawn from popular culture and everyday life. In the final section of the course, we will take up the issue of the extension of technology and a marketing logic into the production and distribution of culture-as-commodity. Does the emergence of mass culture involve an irreversible break with modernist categories of cultural practice and representation?

Second semester. Omitted 1996-97. Professor Lembo.

**31s. Race and Ethnicity in the United States.** Intergroup relations in the late twentieth century is a landscape of social disquiet and occasional bouts of civil unrest. This course will emphasize historical, political-economic and social policy perspectives on American intergroup relations. Major theoretical paradigms are examined, including assimilation, cultural pluralism, internal colonialism, panethnicity, symbolic ethnicity, ethnic enclaves and racial formation. We critically examine race and ethnic categories as outcomes of sociohistorical process, the sociology of everyday life, media representation, and state practice. We consider how race and ethnic social movements have rearticulated identity politics and electoral politics in America. The recent revival of white supremacist movements and backlash politics is also discussed. Finally, we will examine how race and ethnicity is intertwined with vital contemporary contestations and policy debates in four broad arenas: intergroup violence, immigration policy, affirmative action, and multiculturalism.

Second semester. Professor Lin.

**32. Social Movements and Collective Behavior.** Under what conditions do individuals give their energy, time, resources, and even lives to collective efforts to effect social change? This is the central question of the sociology of social movements and collective behavior. We shall explore this question (and the more fundamental ones about social order underlying it) by first examining the most important theories on the topic and the debates that occur within and among them. We shall then apply these theories first briefly to the civil rights movement and then at greater length to feminist and anti-feminist movements in the United States since the 1960s.

Second semester. Omitted 1996-97. Professor Himmelstein.

**33. Social Construction of the Self.** This course brings together the perspectives of psychoanalysis, symbolic interactionism, developmental social psychology, as well as a variety of accounts in sociology, literature, and popular culture, to

explore how a sense of self and identity develop in social life. Although the focus is on Western culture and traditions, we will be examining documentation provided by cross-cultural accounts in order to contextualize and problematize the truth claims of Western notions of identity construction and self-formation.

First semester. Professor Lembo.

**39s. Sociology of Conflict and Conflict Resolution.** In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties.

Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Omitted 1996-97. Professor Dizard.

**40f. Asian Americans.** Asians have historically been rendered invisible or marginal figures in American affairs. Popular cultural representations, wildly ranging from the "yellow peril" of Fu Manchu to the scholarly and entrepreneurial "model minority," have served hegemonic or ideological purposes rather than accurately depicting the diverse social reality of Asian America. How can a unified social and political agenda be advanced while retaining a regard for the interests of subgroup constituencies in the Asian American "panethnic" coalition? These issues will be considered as we read an interdisciplinary assortment of sources including historical narratives, literature and film, immigration studies and sociology. Beginning with the immigrant exclusion and wartime internment experience, we will turn to generational and personality conflict, gender typifications of ultrafeminized exotica or emasculated neuters, class, civil rights and political issues in the context of the Asian American movement.

First semester. Professor Lin.

**41s. Conservatism in America: The Rise and Future Prospects of the Right.** The ascendancy of Newt Gingrich and conservative Republicans in Congress is but the latest chapter of the long story of the Right in America. This course (1) follows the development of the Right from the New Deal on with special attention to the last twenty years; (2) examines several of its most important elements including conservative and neoconservative intellectual movements, the religious Right, and corporate conservatism; and (3) discusses some of the underlying economic, political, and cultural conditions that have facilitated the rise of the Right.

Second semester. Professor Himmelstein.

**42f. Religion, Culture, and Social Change in the Middle East.** This course will introduce students to sociological analysis of cultural accommodation to social change in the Middle East. Questions such as the contentions between Islamic ideology and secularism, and Islamic traditions and modernity will be examined. We will explore different approaches and theories about the historical origins, social context, and cultural meaning of the current Islamic movement in the Middle East. The main segment of the course involves the investigation of the rise of Islamic movements in four countries of the Middle East. Relationships between socio-economic modernization and secularism and the rise of the Islamic politics will be explored through a comparative study of Egypt, Turkey, Algeria, and Iran. In the final section of the course, we will examine the

future social, cultural, and political trends in Middle Eastern societies. We will specifically explore the prospects for democratization and development in the region.

First semester. Omitted 1996-97.

**44. Sport and Society.** A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Omitted 1996-97. Professor Guttman.

**46. The Social Construction of Human Fertility.** Every society distinctively shapes its members' attitudes toward fertility. In some societies, people are encouraged to "go forth and multiply." In others, people are strenuously enjoined from having more than one child per couple. In this course we will examine the attempts to regulate fertility, seeing them as one of the key ways that society shapes relations between men and women as well as providing a crucial link between individual behavior and social structure. In addition to examining the ways fertility is controlled, we shall also consider the circumstances that produce dramatic shifts in the meaning of birth rates. Readings will include classical political economists, most notably Malthus, demographic projections, discussions of the "population explosion," and analysis of the relationships between population growth, resource use, and social dynamics.

Second semester. Omitted 1996-97. Professor Dizard.

**48f. The Social Experience in Mass Culture.** This course focuses on processes of meaning-making and cultural formation that occur in a consumer society. Central to this is an understanding of the role that the mass media and, increasingly, new information technologies play in structuring the processes of meaning-making and cultural formation with which people are engaged. We will first review theories that identify powerful influences of the media, technology, and consumer society in shaping a person's sense of self and identity, and in determining broader patterns of social life and cultural practice. Then we will focus on research that explores contexts in which individuals and groups come into contact with consumer society, empirically grounding our ideas about self-understandings and cultural forms that emerge from consumer society. Emphasis will be placed on understanding the specific conditions in which media imagery has the power to shape a participant's sense of self and common sense understandings of the social world; the forms of power that are most influential; the conditions in which that power is deflected, opposed, and transformed, both by individuals and groups; and the ways in which new capabilities of self and forms of cultural practice emerge in participants' handling of media, technology, and the goods of consumer society in everyday life.

Limited to 15 students. First semester. Omitted 1996-97. Professor Lembo.

**77, 78. Senior Departmental Honors.**

**97, H97. 98, H98. Special Topics.**

#### RELATED COURSES

**Topics in Feminist Theories I: Practices of Race and Gender Resistance.** See Women's and Gender Studies 23s.

Second semester. Omitted 1996-97. Professor Bumiller.

**Topics in Feminist Theories II: Identifying Bodies.** See Women's and Gender Studies 24f.

Limited to 20 students. First semester. Professor Barale.

## ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb\*, Dennerline, R. Moore, Petropulos, and Reck; Associate Professor Tawa (Chair); Assistant Professors Brandt, Lan, and Solt; Lecturer Miyama; Adjunct Lecturers Shen and Teng; Teaching Associate Yamamura.

Five College Assistant Professor El-Hibri; Five College Lecturer Jiyad.

*Affiliated Faculty:* Professors Basu and Morse\*; Associate Professors Elias\* and Gyatso.

Asian Languages and Civilizations is an interdisciplinary exploration of the histories and cultures of the peoples of Asia. Through a systematic study of the languages, societies and cultures of the major civilizations that stretch from the Arab World to Japan, we hope to expand knowledge and challenge pre-suppositions about this large and vital part of the world. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, both within Asia and between Asia and the West.

*Major Program.* The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

*Requirements.* All majors are required to take a minimum of nine courses, exclusive of first-year language courses, and including Introduction to Asia (Asian 11), normally taken in the freshman or sophomore year, Senior Departmental Honors (Asian 77), and three of four civilizations courses (West Asia, India, China and Japan) or their equivalents. The following courses may be applied to the Civilizations requirement: West Asia—History 72f, Religion 17; India—Anthropology 21s; China—History 62f; Japan—Fine Arts 63s, History 67, Japanese 21. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B- grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department, to pass a proficiency examination. No pass-fail option is allowed for any courses required for the departmental major.

*Area Concentration.* When declaring the major, each student will plan a concentration in consultation with a member of the department. The concentration will include a language, the appropriate civilization course, and at least two additional non-language courses dealing entirely or substantially with the chosen area

\*On leave 1996-97.

or country of concentration. Students planning to work in particular disciplines within the major are encouraged to enroll in relevant courses in the disciplines as well. In addition to these courses, each major will enroll in Senior Departmental Honors (Asian 77), selecting a topic for further concentration. Students who wish to be candidates for Departmental Honors must submit a thesis proposal to the Department for its approval and, in addition to the required area concentration courses, enroll in Asian 78.

*Comprehensive Examination.* Completion of Asian 77, which includes an essay or examination on a general topic in Asian studies, will fulfill the comprehensive evaluation requirement for majors.

*Study Abroad.* The Department supports a program of study in Asia during the junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

*Courses.* Courses listed under the various subheadings below, including "Related Courses," may be applied to meet the requirements of the major. Listed courses that deal exclusively with the area of concentration or include substantial material from that area may be counted toward the area concentration. To request that any other course meet a requirement, the student must petition the department in a timely fashion.

## Arabic

First- and second-year Arabic are offered as part of the Five College Near Eastern Studies Program. When omitted at Amherst, these courses are offered at the University of Massachusetts and one of the other college campuses. Third-year Arabic courses are offered at the University of Massachusetts as Arabic 326 and 426. Advanced Arabic courses are taught by special arrangement with faculty members in the department. See Five College Courses by Five College Faculty in this Catalog.

**1. First-Year Arabic I.** An introduction to Modern Standard Arabic. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

First semester. To be offered at the University of Massachusetts in the fall as Arabic 126 and continued at Amherst College in the spring. Amherst College students register for Arabic 1. Also offered at Smith College as Religion ARA 100d. Five College Professor El-Hibri.

**2. First-Year Arabic II.** A continuation of Arabic 1. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students



will also learn to write frequently used memorized material such as names and addresses.

Requisite: Arabic 1 or equivalent. Second semester. The same course as University of Massachusetts Arabic 146. Also offered at Smith College as Religion ARA 100d. Five College Professor El-Hibri.

**3. Second-Year Arabic I.** This course continues Arabic 2. It emphasizes oral and aural skills in Modern Standard Arabic as they relate to interactive and task-oriented social situations. Students will expand their vocabularies and increase their knowledge of Arabic grammar by writing short passages and personal notes, and by reading a variety of texts ranging from official public announcements to essays dealing with everyday life.

Requisite: Arabic 2 or equivalent. First semester. To be offered at the University of Massachusetts in the fall as Arabic 226 and continued at Amherst College in the spring. Amherst College students register for Arabic 3. Also offered at Mount Holyoke College as Asian 132. Five College Lecturer Jiyad.

**4. Second-Year Arabic II.** Continuation of Arabic 3.

Requisite: Arabic 3 or equivalent. Second semester. The same course as University of Massachusetts Arabic 246. Also offered at Mount Holyoke College as Asian 133. Five College Lecturer Jiyad.

**97, 98. Special Topics.** Independent reading course.

First and second semesters. Five College Teachers of Arabic.

## Asian

**11s. Perspectives on Asia ... Asian Controversies.** A multi-disciplinary cross-cultural course focusing on a different set of issues each year.

In European and American eyes, Asia often appears to be distinguishable from "the West" by its constant "traditional" values. Religious, familial, and authoritarian, its philosophies, arts, and political forms are often seen as contradictory to those forms that are both "modern" and Western in origin. Yet from ancient times to the present, the very lives of the many distinct cultures that make up Asia have been marked by controversies, great and small, that call into question these very stereotypes. This course will focus on an array of such controversies, from the struggle over individualism and universal "human rights" in ancient India and China, to sex and violence in the arts of modern Japan. Exploring these controversies, we will test the core values of Confucianism, Buddhism, "Shinto," and various "modern" ideologies popular in Asia.

Second semester. Professors Dennerline and Solt and the Asian Languages and Civilizations Faculty.

**34. Language: Its Structure and Use.** An introduction to the nature of human language and the methods of modern linguistics. Both formal and interdisciplinary aspects of linguistics will be studied. The formal portion of the course will consider the structure of human languages from the perspectives of phonology, morphology, syntax, and semantics. The interdisciplinary approach to language will emphasize language variation, use, and the relation between language and cognition.

Limited to 20 students. Second semester. Omitted 1996-97. Professor Tawa.

**77. Senior Departmental Honors.**

Required of all Senior majors. First semester. Members of the Department.

**78. Senior Departmental Honors.**

A continuation of Asian 77, culminating in a substantial piece of writing which may be presented to the Department for a degree with honors. Open to senior majors with consent of the Department. Students intending to take this course should submit a proposal to the committee at the beginning of the fall semester, after consultation with their tutors in Asian 77. Enrollment is contingent upon the acceptance of a partial draft by a committee of three readers, which will evaluate the thesis and make recommendations for honors.

Second semester.

## Chinese

**1. First-Year Chinese I.** An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Classwork is supplemented by laboratory periods which include practice with language tapes and video tapes. Three class meetings and two drill sessions per week, plus individual work in the language laboratory.

First semester. Professor Lan and Staff.

**2. First-Year Chinese II.** A continuation of Chinese 1. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three hours of class work per week are supplemented by drill sessions and laboratory periods which include practice with language tapes and video tapes.

Requisite: Chinese 1 or equivalent. Second semester. Professor Lan and Staff.

**3. Second-Year Chinese I.** This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. Three class hours supplemented by two drill sessions and individual work in the language laboratory.

Requisite: Chinese 2 or equivalent. First semester. Lecturer Teng and Staff.

**4. Second-Year Chinese II.** A continuation of Chinese 3. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. Three class hours supplemented by two drill sessions and work in the language laboratory.

Requisite: Chinese 3 or equivalent. Second semester. Lecturer Teng and Staff.

**5. Third-Year Chinese I.** This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. The class will be conducted mostly in Chinese. Three class hours supplemented by individual work in the language laboratory. Three class meetings per week.

Requisite: Chinese 4 or equivalent. First semester. Lecturer Shen.

**6. Third-Year Chinese II.** A continuation of Chinese 5. Developments of basic four skills will continue to be stressed. Students will be trained to write articles and to read Chinese in both print and hand-written forms. Three class hours supplemented by individual work in the language laboratory. Three class meetings per week.

Requisite: Chinese 5 or equivalent. Second semester. Lecturer Shen.

**7. Reading Chinese Prose and Poetry I.** This course is designed to introduce advanced students to some of China's best-known writers. The reading list includes short stories, prose essays, and poetry by modern authors from mainland China, Taiwan and Hong Kong. In addition to the continued develop-

ment of reading comprehension and writing skills, the course will emphasize appreciation of linguistic, stylistic and aesthetic aspects of the texts. Classes conducted primarily in Chinese. Two class meetings per week.

Requisite: Chinese 6 or equivalent. First semester. Professor Lan.

**8. Reading Chinese Prose and Poetry II.** A continuation of Chinese 7. Close reading of texts, gradually increasing in level of difficulty. This course will also introduce the student to classical forms of prose and poetry. In addition to modern essays and poetry, we will read work by pre-modern essayists such as Tao Yuanming, Ouyang Xiu, Liu Yuxi, and Han Yu, as well as poetry in *shi* and *ci* form by Tang and Song poets, such as Li Bo, Du Fu, Su Shi, Xin Qiji and Li Qingzhao. Classes conducted primarily in Chinese. Two class meetings per week.

Requisite: Chinese 7 or equivalent. Second semester. Professor Lan.

**15s. Techniques of Translation/Interpretation.** As old as human history, translation/interpretation is, in our new intellectual landscape, viewed as socio-cultural transmission. It is also an indispensable component in second language acquisition. With an emphasis on the socio-cultural aspects of language, particularly for drastically different languages, such as, in our case, English and Chinese, this course is designed to help advanced students to master the ability of translation/interpretation from the home language to the target language and vice versa. Students will be required and trained to complete translation/interpretation assignments, based on English and Chinese materials selected from literary works, socio-political essays, journalistic writings, radio talks, film scripts, etc. While this course emphasizes the practice of translation/interpretation, theoretical concerns in the translation studies will also be introduced to the students. The final project will be decided by the student in consultation with the instructor.

Requisite: Chinese 7 or equivalent. Second semester. Omitted 1996-97. Professor Lan.

**16. The Art of Lu Xun.** Lu Xun (1881-1936), according to Fredric Jameson the American critic, is "China's greatest writer, whose neglect in western cultural studies is a matter of shame which no excuses based on ignorance can rectify." This course will be a combined effort of both language acquisition and literary analysis, focusing on the study of Lu Xun's short stories and miscellaneous essays, such as "Diary of a Madman," "New Year's Sacrifice," "The Story of Ah Q," "In the Tavern," and essays in his famous collections. Close readings will be done in the original (often English translations are provided) for their linguistic and aesthetic merit and also for their social and cultural value. Apart from studying the stories per se, an introduction to the Western and Chinese scholarship on Lu Xun will be offered in the theoretical framework of the Eastern and Western discourse. The course will be conducted primarily in Chinese, whereas the final paper can be written either in Chinese or English.

Requisite: Chinese 7 or equivalent. Second semester. Omitted 1996-97. Professor Lan.

**97, 98. Special Topics.** Independent reading course.

First and second semesters. Members of the Department.

## Japanese

**1. First-Year Japanese I.** The course will provide an introduction to the basic patterns of modern Japanese. Attention will be given to developing skills of lis-

tening, speaking, reading, and writing the kana syllabary and basic characters (approximately 200 kanji). Three class meetings per week plus two drill sessions and individual work in the language laboratory.

First semester. Professor Tawa and Staff.

**2. First-Year Japanese II.** A continuation of Japanese 1. The course will emphasize mastery of patterns and will employ written materials introducing more kanji (additional 300 kanji). Three class meetings per week plus two drill sessions and individual work in the language laboratory.

Requisite: Japanese 1 or equivalent. Second semester. Professor Tawa and Staff.

**3. Second-Year Japanese I.** The course will emphasize development of all four skills (listening, speaking, reading, and writing) at a more complex, multi-paragraph level. Two class meetings per week plus three drill sessions and individual work in the language laboratory.

Requisite: Japanese 2 or equivalent. First semester. Professor Tawa and Staff.

**4. Second-Year Japanese II.** A continuation of Japanese 3. Oral practice, reading and writing. For development of conversational skills, the class will be conducted mostly in Japanese. Two class meetings per week plus three drill sessions and individual work in the language laboratory.

Requisite: Japanese 3 or equivalent. Second semester. Professor Tawa and Staff.

**5. Third-Year Japanese I.** Discussion and writing based on contemporary Japanese readings. Emphasis on developing reading and writing skills. This course provides exposure to more complex grammatical constructions and extensive practice in reading authentic Japanese texts of moderate to great difficulty. The class will be conducted entirely in Japanese. Three class meetings per week.

Requisite: Japanese 4 or equivalent. First semester. Lecturer Miyama.

**6. Third-Year Japanese II.** A continuation of Japanese 5. Three class meetings per week.

Requisite: Japanese 5 or equivalent. Second semester. Lecturer Miyama.

**7. Fourth-Year Japanese I.** This course is designed for the advanced student of Japanese who wishes to develop a high proficiency in reading authentic material and to develop a better writing style in Japanese. Readings will be selected from novels, scientific articles, expository prose and journalistic writings. The class will be conducted entirely in Japanese.

Requisite: Japanese 6 or equivalent. First semester. Lecturer Miyama.

**8. Fourth-Year Japanese II.** A continuation of Japanese 7.

Requisite: Japanese 7 or equivalent. Second semester. Lecturer Miyama.

**12f. Translation Seminar: Contemporary Culture.** We will translate with precision a variety of short journalistic, literary, and scholarly texts chosen to acquaint students with a wide range of styles and to illuminate diverse aspects of contemporary Japanese culture. Class discussion is conducted in Japanese and, whenever appropriate, focuses on the gap between how a topic (such as animation, racism, sexuality, the arts or a news item) is treated in the Japanese and Western media. Videos in Japanese will be shown for listening comprehension practice and to stimulate discussion.

Requisite: Japanese 4 and one semester study in Japan, or consent of the instructor. First semester. Professor Solt.

**15. Advanced Reading and Writing I.** Cover-to-cover readings of two or three literary and scholarly books, chosen to examine aspects of Japanese culture. Frequent writing assignments to develop a critical writing skill. Class discussion is in Japanese.

Requisite: Japanese 8 or equivalent. First semester. Lecturer Miyama.

**16. Advanced Reading and Writing II.** A continuation of Japanese 15.

Requisite: Japanese 15 or equivalent. Second semester. Lecturer Miyama.

**19s. Translation Seminar: Introduction to Classical Texts.** We will read and translate poetry and prose passages by numerous Japanese authors from the eighth through the nineteenth centuries, including some texts in original calligraphic script which have not yet been transcribed into printed versions. The goal of this course is to gain a working familiarity with the classical grammar while translating a wide variety of textual styles. Class discussion will be conducted in English.

Requisite: Japanese 16 or equivalent. Admission with consent of the instructor. Second semester. Omitted 1996-97. Professor Solt.

**21s. Classical Japanese Literature.** An introduction to the classical literature of Japan from the eighth century through the Edo Period (1600-1868). After a firm grounding in poetics, we will discuss a variety of issues, including the multifaceted relationship between author, text, audience and genre; high versus low life; the role of literature in society; and the way the tradition has been recycled in each new age. We will read and discuss poetry, fiction, diaries, essays and plays, including *The Tale of Genji*, *The Pillow Book of Sei Shōnagon*, *The Tale of the Heike*, *Essays in Idleness*, *The Man'yōshū*, *Kokinshū* and *Shin-kokinshū* anthologies; and Nō and Kabuki plays. In English translation. Two class meetings per week.

Second semester. Professor Solt.

**22f. Modern Japanese Literature.** Survey course of the novel and poetry from 1868 to the present, stressing mainstream literary movements and how they came to the fore in the dialectic between Japanese traditional ideas and Western-influenced innovation. We will read and discuss works by and about Natsume Sōseki, Mori Ōgai, Yosano Akiko, Akutagawa Ryūnosuke, Nagai Kafū, Tanizaki Junichirō, Kawabata Yasunari, Mishima Yukio, Abe Kōbō, Tanikawa Shuntarō, Ōe Kenzaburō, and Tamura Ryūichi. In English translation. Two class meetings per week.

First semester. Professor Solt.

**23. Japanese Avant-Garde Poetry and the Arts from 1921 to the Present.** This course deals with the emergence of avant-garde movements in Japan before and after World War II. Our "texts" range from literary material to videos of Butō dance. We will consider the intricate connection (and disconnection) of avant-garde poetry with art, photography, theater, dance, and book design. Poems to be read and discussed include those by Takiguchi Shūzō, Haruyama Yukio, Kitasano Katue and Shiraiishi Kazuko; non-literary works are by Ōno Kazuo, Hijikata Tatsumi, Onchi Kōshirō, Yamamoto Kansuke, and Sugiura Kōhei. Literary works in English translation. Two class meetings per week.

First semester. Omitted 1996-97. Professor Solt.

**97, 98. Special Topics.** Independent reading course.

First and second semesters. Members of the Department.

RELATED COURSES

- Indian Civilization: Traditional India.** See Anthropology 21s.  
Second semester. Omitted 1996-97. Professor Babb.
- Survey of Asian Art.** See Fine Arts 9.  
First semester. Omitted 1996-97. Professor Morse.
- Arts of China.** See Fine Arts 60f.  
First semester. Omitted 1996-97. Professor Morse.
- Approaches to Chinese Painting.** See Fine Arts 61s.  
Second semester. Omitted 1996-97. Professor Morse.
- Arts of Japan.** See Fine Arts 63s.  
Second semester. Omitted 1996-97. Professor Morse.
- Arts of Korea.** See Fine Arts 66.  
Second semester. Omitted 1996-97. Professor Morse.
- Arts of India.** See Fine Arts 67s.  
Second semester. Lecturer Mason.
- Chinese Civilization in Historical Perspective.** See History 62f.  
First semester. Professor Dennerline.
- Modern China.** See History 63s.  
Second semester. Professor Dennerline.
- Topics in Chinese Civilization.** See History 64.  
Second semester. Omitted 1996-97. Professor Dennerline.
- Japanese History to 1600.** See History 67.  
First semester. Professor Brandt.
- Japan Since 1945.** See History 69.  
First semester. Professor Moore.
- Modern Japan.** See History 70.  
Second semester. Professor Brandt.
- Japan and Imperialism in East Asia.** See History 71.  
First semester. Professor Brandt.
- The Middle East from 600 to 1300 A.D.** See History 72f.  
First semester. Professor Petropulos.
- The Middle East from 1300 to the Present.** See History 73s.  
Second semester. Professor Petropulos.
- Music of the Whole Earth.** See Music 24.  
Second semester. Omitted 1996-97. Professor Reck.
- Seminar in World Music.** See Music 25.  
Requisite: Music 11 or 12 and background in music performance and/or theory. First semester. Omitted 1996-97. Professor Reck.
- Asian and Asian American Women: Myths of Deference, Arts of Resistance.**  
See Political Science 47s.  
Second semester. Professor Basu.
- Inventing "India."** See Political Science 52.  
Second semester. Professor Basu.

**Taoist and Confucian Religious Tradition.** See Religion 15.

First semester. Omitted 1996-97. Professor Gyatso.

**The Islamic Religious Tradition.** See Religion 17.

First semester. Omitted 1996-97. Professor Elias.

**Buddhism in Theory and Practice.** See Religion 23.

First semester. Professor Gyatso.

**Muhammad and the Qur'an.** See Religion 24.

Second semester. Professor Brown.

**Buddhist Women and Representations of the Female.** See Religion 30 (also Women's and Gender Studies 19s).

Limited enrollment. Second semester. Professor Gyatso.

**Sufism.** See Religion 53s.

Second semester. Omitted 1996-97. Professor Elias.

**For Every Pharaoh There Is a Moses: Defining an Islamic Theology of Liberation.** See Religion 54f.

First semester. Omitted 1996-97. Professor Elias.

**Islam in the Modern World.** See Religion 55.

First semester. Omitted 1996-97. Professor Elias.

**Issues in Buddhist Philosophy.** See Religion 72.

Limited enrollment. Second semester. Omitted 1996-97. Professor Gyatso.

## ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Armstrong, Arny, Dennis, Dent, Edwards, Erickson, Greenstein, Harrison, Irvine, Kleinmann, Kwan, Schloerb, Snell, S. Strom (Chair), Van Blerkom, White, and Young; Associate Professors Harris, Predmore, Schneider, Skrutskie, Tadamaru, and Weinberg; Assistant Professor Heyer and Weinreb; Lecturer K. Strom.

Astronomy was the first science, and it remains today one of the most exciting and active fields of scientific research. Opportunities exist to pursue studies both at the non-technical and advanced levels. Non-technical courses are designed to be accessible to every Amherst student: their goal is to introduce students to the roles of quantitative reasoning and observational evidence, and to give some idea of the nature of the astronomical universe. These courses are often quite interdisciplinary in nature, including discussion of issues pertaining to biology, geology and physics. Advanced courses are offered under the aegis of the Five College Astronomy Department, a unique partnership between Amherst, Smith, Mount Holyoke and Hampshire Colleges and the University of Massachusetts. As a result of this partnership, students can enjoy the benefits of a first-rate liberal arts education while maintaining association with a research department of international stature. Students may pursue independent theoretical and observational work in association with any member of the department, either during the academic year or summer vacation. Advanced students pursue a moderate study of physics and mathematics as well as astronomy.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachu-

sets. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 5, for the fall semester and Wednesday, January 29, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

*Major Program.* The minimum requirements for the *rite* major are Astronomy 14 or 23, 24 or 25, 30 or 51 or 52, and two more courses at the 20-level or higher; Physics 32 and 33; and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11, Physics 32, and either Astronomy 14 or 23 during the freshman year. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their senior year.

**11s. Introduction to Modern Astronomy.** A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

Enrollment limited. Admission with consent of the instructor. No student who has taken any upper level math or science course will be admitted. Second semester. Professor Greenstein.

**14f. Stars and Galaxies.** A freshman-level introductory course appropriate for both physical science majors and students with a strong pre-calculus background. Topics include: the observed properties of stars and the methods used to determine them, the structure and evolution of stars, the end-points of stellar evolution, our Galaxy, the interstellar medium, external galaxies, quasars and cosmology.

First semester. Professor Tademaru.

**14. Stars and Galaxies.** Same description as Astronomy 14f.

Second semester. Professor to be named.

**15s. History of Astronomy.** (ASTFC) Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution).



Developments in gravitational theory from ancient until modern times; developments in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

Second semester. Omitted 1996-97.

**23s. Planetary Science.** (ASTFC) A freshman-level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. To be given at Hampshire College.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. Second semester. Professor to be named.

**24f. Stellar Astronomy.** (ASTFC) The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two lectures per week plus afternoon laboratories and occasional evening observing sessions.

Requisite: Mathematics 11, Physics 32 (may be taken concurrently), Astronomy 14 or 23. First semester. Professors S. Edwards and S. Strom.

**24. Stellar Astronomy.** Same description as Astronomy 24f.

Second semester. Professor Greenstein.

**25s. Galactic and Extragalactic Astronomy.** (ASTFC) The basic observational properties of galaxies will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two lectures per week plus afternoon laboratories and occasional evening observing sessions. Taught in alternate years with Astronomy 26.

Requisite: Mathematics 11, Physics 32 (may be taken concurrently), Astronomy 14 or 23. Second semester. Omitted 1996-97.

**26f. Cosmology.** (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science. Taught in alternate years with Astronomy 25.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. First semester. Professor Dent.

**30f. Seminar: Topics in Astrophysics.** (ASTFC) Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real

work of the course. Students will gain experience in both oral and written presentation. The topic for 1996-97 is: Formation of Stars and Planetary Systems.

Requisite: Physics 33 and either Astronomy 24, 25, 51 or 52. First semester. Professor Greenstein.

**37s. Observational Techniques in Optical and Infrared Astronomy.** (ASTFC) Offered in alternate years with Astronomy 38. An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Evening laboratories, to be arranged. Taught in alternate years with Astronomy 38.

Requisite: Physics 33 and either Astronomy 24, 25, 51 or 52. Not open to Freshmen. Second semester. Omitted 1996-97.

**38. Techniques of Radio Astronomy.** (ASTFC) Introduction to the equipment and techniques of radio Astronomy, and to the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Two lectures and laboratory. Laboratories familiarize students with radio spectroscopy; data collection and analysis using the computer controlled 21 cm wavelength laboratory telescope and the 14 meter diameter FCRAO radio telescope. Taught in alternate years with Astronomy 37.

Requisite: Physics 34, Mathematics 12 and some familiarity with Astronomy. Not open to Freshmen. Second semester. Professor Snell.

**51. Astrophysics I: Stars and Stellar Evolution.** (ASTFC) Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; the hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries.

Requisite: Four semesters of Physics. First semester. Professor Weinberg.

**52. Astrophysics II: Galaxies.** (ASTFC) Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the Virial Theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; super-massive black holes.

Requisite: Four semesters of Physics. Second semester. Professor Tademaru.

**73, 74. Reading Course.** Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

**77, 78. Senior Departmental Honors.** Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

**97, 98. Special Topics. Independent Reading Course.**

First and second semesters. The Department.

## BIOLOGY

Professors Ewald, S. George, Goldsby (Simpson Lecturer), Poccia, Ratner, Williamson (Chair), and Zimmerman; Assistant Professor Goutte; Adjunct Assistant Professor Lent; Visiting Assistant Professor Temeles.

The Biology curriculum is designed to meet the needs of students preparing for postgraduate work in biology or medicine, as well as to provide the insights of biology to other students whose area of specialization lies outside biology.

*Courses for Non-Major Students.* Biology 8, 14, and 15 each focus on a particular topic within biology, and are specifically intended for students who do not major in biology. These courses will not normally count towards the Biology major, and do not meet the admissions requirements for medical school. The two semesters of introductory biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

*Major Program.* The Biology major consists of three categories:

1. Two introductory biology courses (Biology 18 and 19);
2. Four courses in physical sciences and mathematics (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16 or 32);
3. Five additional courses in biology, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the five must be laboratory courses. These courses are Biology 22, 23, 25, 26, 29, 30, 35, and 38. Second, the five courses must include at least one course in each of the three following areas:
  - (a) Molecular and cellular mechanisms of life processes: Molecular Genetics (Biology 25), Cell Biology (Biology 29), Biochemistry (Biology 30), Immunology (Biology 33);
  - (b) Integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena: Developmental Biology (Biology 22), Animal Physiology (Biology 26), Neurobiology (Biology 35);
  - (c) Evolutionary explanations of biological phenomena: Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 38).

All Biology majors will take a Senior Comprehensive Examination administered by the Department.

Most students should begin with Biology 18 in the spring semester of their freshman year. Students with Advanced Placement grades of 4 or 5 may choose to place out of either Biology 18 or Biology 19. To be exempted from Biology 18, a student must also pass a two-hour written examination that will be offered by appointment. Exemption from both Biology 18 and Biology 19 requires permission of the Department. If permission is granted, the Biology major will require a total of six courses from category 3 above, four of which must have a laboratory component.

Chemistry 11 and/or Chemistry 12 are prerequisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 in the fall of their freshman year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are prerequisites for Biology 30 and that prior completion of Physics 17 or 33 is a prerequisite for Biology 35.

*Departmental Honors Program.* Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Candidates for Honors in Biology will also attend the Biology Seminar, at which faculty, students, and visitors discuss current research in the life sciences. Honors candidates take Biology 77 and D78 in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

*Courses for Students in Premedical and Other Health Professions.* Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses in Biology. The Biology Department expects that these two laboratory courses will be selected from the Biology major program. Students interested in health professions other than allopathic medicine should consult a member of the Health Professions Committee regarding specific requirements.

**8. The Biology of Catastrophe: Cancer and AIDS.** AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of experience of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. This course is intended primarily for non-majors. Three classroom hours per week.

Limited to 50 students. Students majoring in Biology, Chemistry, or Psychology will be admitted only with consent of the instructor. Second semester. Professor Goldsby.

**14f. Evolutionary Biology of Human Social Behavior.** A study of how recent extensions of the theory of natural selection explain the origin and evolution of human social behavior. After consideration of the relevant principles of genetics, evolution, population biology, and animal behavior, the social evolution of animals will be discussed. With this background, several aspects of human psychological and social evolution will be considered: the instinct to create and acquire language; aggression within and between the sexes; mating patterns; the origin of patriarchy; systems of kinship and inheritance; incest avoidance; reciprocity and exchange; warfare; moral behavior, and the evolution of laws and justice. Three hours of lecture and films per week.

First semester. Professor Zimmerman.

**15. Evolutionary Ecology of Disease.** During the last decade, the study of diseases has merged the smallest biochemical scales of inquiry with the large-scale perspectives of ecology and evolution. This course focuses on this synthesis by addressing several questions germane to the health sciences. Why are some diseases, like AIDS, tuberculosis, and cholera, life-threatening, while others, like the common cold, are a minor irritation? When should symptoms of disease, like diarrhea, fever, and runny noses, be treated? How can we change the evolutionary course of life-threatening diseases to make them mild? More generally, how can we use our knowledge about population growth, environmental resources, and the evolution of disease organisms to decrease the annual death toll of infectious diseases, which now stands at about 10 million? The course will emphasize scientific methodology while showing how resolution of these questions involves consideration of economics, sociology, history, politics, and religion. Three hours of lecture and three hours that will involve laboratory work, demonstration or discussion per week.

First semester. Omitted 1996-97. Professor Ewald.

**18. Adaptation and the Organism.** An introduction to the diversity of life. Emphasis is on how organisms are built and how they work, at levels of organization ranging from internal organs, through interacting organisms, to ecological communities. The central theme of the course is the contribution of evolutionary processes to structure and function at each level of organization. Four classroom hours and four laboratory hours per week.

Second semester. Professors to be named.

**19. Molecules, Genes and Cells.** An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and four laboratory hours per week.

Requisite: Chemistry 11 or its equivalent or consent of the instructor. First semester. Professors Goutte and Williamson.

**22f. Developmental Biology.** A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology, anatomy, and genetics. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 19. Limited to two sections of 24 students each. First semester. Professor Poccia.

**23. Ecology.** A study of the relationships of plants and animals (including humans) to each other and to their environment. Topics will include responses to the physical environment, population growth and its limits, competition within and between species, predation, plant-animal interactions, and effects of humans and other organisms (positive and negative) on populational, regional,

and global stability. Four classroom hours and four hours of laboratory or field work per week.

Requisite: Biology 18 or consent of the instructor. First semester. Omitted 1996-97.

**25. Molecular Genetics.** A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Emphasis will be placed upon eukaryotic systems and the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisite: Biology 19. Limited to 30 students. Not open to Freshmen. First semester. Professor Ratner.

**26f. Animal Physiology.** Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisites: Biology 18, Physics 16 or 32, and Chemistry 11, or consent of instructor. Not open to Freshmen. First semester. Omitted 1996-97. Professor Williamson.

**28. Experimental Design and Data Analysis in the Life Sciences (Biostatistics).** Organisms—even members of the same species—differ from one another in many ways, as do other things biologists study, such as cells within an organism and replicates of biochemical preparations. This course is about how to describe differences quantitatively, and how to formulate and test hypotheses about differences. For example, how likely is it that an observed difference between an experimental and a control group would arise by chance because of variability in the population being studied even if there were no effect of the experiment? The course will include study of the principles behind parametric and non-parametric methods of data analysis, practice in using these methods, and discussion of examples from the life sciences literature of successes and failures in the design of experiments and the use of statistics.

Second semester. Professor George.

**29s. Cell Structure and Function.** An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisite: Biology 19 and completion of, or concurrent registration in, Chemistry 12. Second semester. Professors Poccia and Williamson.

**30. Biochemistry.** (Also Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein inter-

actions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Chemistry 22 is a co-requisite. Anyone wishing to take the course who does not satisfy these criteria should obtain consent of the instructor. Second semester. Professor Ratner and Chemistry Professor to be named.

**32f. Evolutionary Biology.** A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cell organelles, the evolution of behavior and societies, the fossil record of vertebrates and man, and the evolution of culture. Four classroom hours per week.

Requisites: Biology 18 and 19. First semester. Professor Zimmerman.

**33. Immunology.** The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Four class hours per week.

Requisites: Biology 19, and Biology 25 or 29 or 30 or consent of the instructor. Limited to 30 students. First semester. Professor Goldsby.

**35. Neurobiology.** Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisites: Biology 18 or 19, Chemistry 11, and either Physics 17 or 33. Limited to 24 students. First semester. Professor George.

**38f. Animal Behavior.** Analyses of animal behavior emphasizing ecological and evolutionary approaches, but also incorporating psychological and ethological perspectives. Topics include procurement and allocation of resources, defenses against predation and parasitism; learning, decision making and behavioral development; cycles of behavior; deceptive versus honest communications; cooperation and altruism; courtship, mating systems, and parental care; sexual selection; aggression, rape, territoriality and dominance. Four classroom hours and three hours of laboratory per week.

Requisite: Biology 14 or 18 or 23 or 32, or consent of the instructor. First semester. Professor Ewald.

**42. Seminar in Animal Behavior.** This course considers specific aspects of behavior from ecological and evolutionary perspectives. The topic changes from year to year. Three hours per week.

Requisite: Biology 38. Second semester. Professor Ewald.

**53. Seminar in Molecular Genetics.** A discussion of selected aspects of eukaryotic molecular genetics. In 1995-96 our focus was the application of molecular methods to the detection, analysis, and possible treatment of human disease. Specific topics to be discussed are: genomic instability, oncogenes and anti-

oncogenes, infectious disease, and metabolic disorders, both simple (single gene) and complex. Three hours per week.

Requisite: Biology 25 or consent of the instructor. Limited to 12 students. First semester. Omitted 1996-97. Professor Ratner.

**56. Seminar in Neurobiology.** Recent discoveries and current controversies about one aspect of nervous system research. In 1996 the subject was the neurobiology of diseases affecting the brain. Questions to be discussed: How does knowledge of cellular and molecular neurobiology illuminate the causes, disease mechanisms, and possible treatments of epilepsy, stroke and ischemia, demyelinating diseases, Huntington's disease, Alzheimer's and AIDS dementias, and amyotrophic lateral sclerosis? What is the potential for neurobiological understanding of diseases in which a person's life experience may be involved, such as major depression and schizophrenia? How can possible genetic contributions to nervous system disease be known, and how should such knowledge be used? Three classroom hours per week.

Requisites: Biology 35 or Psychology 26. Limited to 15 students. Second semester. Omitted 1996-97. Professor George.

**77, D78. Senior Departmental Honors.** Honors students usually, but not always, take three courses of thesis research, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

**97, H97, 98, H98. Special Topics.** Independent reading or research courses. Half or full course as arranged.

First and second semesters.

## BLACK STUDIES

Professors Abiodun (Chair), Gooding-Williams\*, Rushing, and Wills; Associate Professors Blight\* and Cobham-Sander; Visiting Assistant Professor Ferguson.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

*Major Program.* A major in Black Studies usually consists of a minimum of ten courses. Courses required of all majors are: Black Studies 11 (normally to be taken by the end of the sophomore year), and an integrative seminar, Black Studies 68, usually taken during the spring semester of the junior year. Majors are encouraged but not required to take Black Studies 97 or 98. In addition, each major normally will be required to take courses offered or approved by the Department in at least three distinct disciplines, and to take at least two such courses in each of the three following areas: Africa, the United States, and Latin America and the Caribbean. Each major will also be expected to take at least one course other than Black Studies 11 that focuses on cultural connections between Africa and the diaspora (e.g., Black Studies 23, 24, or 29, Fine Arts 70 or Religion 32). Early in the spring semester of the senior year, all majors will be required to pass a comprehensive examination in Black Studies.

\*On leave 1996-97.



*Field Work.* Majors are encouraged to participate in field work or its equivalent in one of the following ways: (1) course-related work in local communities; (2) research and participation in communities elsewhere in the United States; (3) study and work abroad (e.g., in Sub-Saharan Africa or the Caribbean).

*Departmental Honors Program.* Beginning with the academic year 1996-97, candidates for Departmental Honors in Black Studies must complete the Major Program, including the Seniors Honors sequence, Black Studies 77 and 78 or D78. The Honors sequence will be devoted to a special research project, culminating in a thesis. Departmental Honors will be based both on the quality of the thesis and the student's entire academic record. Recommendations for both College and Departmental Honors will be made in accordance with the criteria set forth in this catalog under "Degree with Honors."

**11s. Introduction to Black Studies.** An interdisciplinary introduction to Black Studies. Topics will include the Frazier-Herskovitz debate, the sociology of the black underclass, the literary criticism of black literature, contemporary discussions of Eurocentrism and Afrocentrism, and the conceptual framework of black history.

Second semester. Professors Cobham-Sander and Ferguson.

**23. Short Stories from the Black World.** This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, Opal Adisa Palmer, Richard Rive, Samuel Selvon, and Richard Wright.

First semester. Professor Rushing.

**24. Representations of Black Women in Black Literature.** This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, and Paule Marshall.

Second semester. Omitted 1996-97. Professor Rushing.

**26. African-American Autobiographies.** (Also English 70.) Autobiographies are the core of a written African-American literature that began with slave narratives. We will read works by Frederick Douglass and Harriet Jacobs, including such later classics as Richard Wright's *Black Boy*, *The Autobiography of Ida B. Wells*, and *The Autobiography of Malcolm X*. We will also study more recent works such as John Edgar Wideman's *Fatheralong* and Audre Lorde's *Zami*. Independent projects will focus on changing modes of autobiographical writing and critical perspectives on the genre.

Recommended requisite: A first course in English and/or Black Studies 11. Second semester. Professor Rushing.

**27. Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies.** (Also English 75, section 4.) Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so,

invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica), Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria), and Nafissatou Diallo (Senegal).

First semester. Professor Rushing.

**29. Perceptions of Childhood in African and Caribbean Literature.** (Also English 55.) See English 55 for description.

Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

**31s. Caribbean Literature: Home and Away.** (Also English 93s.) See English 93s for description.

Second semester. Professor Rushing.

**32f. The History, Development and Influence of Afro-Caribbean Music.** This course will explore the historical, social and cultural contexts of Afro-Caribbean music with special attention given to the Brazilian samba, Jamaican nyabingi, and Cuban rumba. Afro-Caribbean music is a dynamic blending of many African tribal traditions to form New World music with an African sensibility which has beginnings in ancient times. The African roots of these musical traditions are immediately recognizable, and their study will make the African roots of jazz, rock, rap, and other contemporary musical forms equally obvious. Lecture, reading and discussion will speak to the music, while listening, hands-on instruction with percussion instruments, and dance will allow the music to speak for itself.

Limited to 30 students. First semester. Omitted 1996-97.

**37. Caribbean Poetry: The Anglophone Tradition.** A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

First semester. Omitted 1996-97. Professor Cobham-Sander.

**42. Myth, Ritual and Iconography in West Africa.** Through a contrastive analysis of the religious and artistic modes of expression in three West African societies—the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria—the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which cultural heritage and identity are transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Second semester. Professor Abiodun.

**43. Visual and Verbal Metaphors in Africa.** This course explores the various ways in which traditional African visual and verbal arts are interdependent. Focusing on the Yoruba of southwestern Nigeria, it will examine and analyze Yoruba art as metaphor, a concept known as *Owe* in the Yoruba language. This approach to the study of art in an African society makes it possible to include the verbal and performing arts which are still living forms through which

important information has been preserved in the traditionally non-literate societies of Africa.

First semester. Omitted 1996-97. Professor Abiodun.

**44. Issues of Gender in African Literature.** (Also English 75s, section 3.) This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from among more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Not open to Freshmen. Combined enrollment limited to 25 students. Second semester. Professor Cobham-Sander.

**50. Introduction to African-American Music and Musicians.** This is a survey course covering spirituals, folk music, blues, gospel, jazz, and classical music of African Americans. Topics also include brief overviews of the music of Africa and other non-western cultures. Lecture, discussion, reading, and listening.

Limited to 60 students. Second semester. Professors Boyer and Lateef of the University of Massachusetts.

**51s. Music of Duke Ellington.** (Also Music 28.) See Music 28 for description.

Prerequisite: Music 11 or 12 or ability to read music. Limited to 25 students. Second semester. Lecturer Jaffe.

**54. Introduction to African-American Poetry.** A survey of folk and formal poetry with particular emphasis on the Harlem Renaissance of the 1920s and the Black Arts Movement of the 1970s which pays close attention to the oral origins of written poetry and to the ways music is both a recurring subject and the source of forms. After a grounding in sermons, spirituals, and the blues, we will study such writers as: Imamu Baraka, Gwendolyn Brooks, Sterling Brown, Lucille Clifton, Michael Harper, Robert Hayden, Langston Hughes, Audre Lorde, Haki Madhubuti, and Sonia Sanchez.

Preference will be given to those who have taken Black Studies 11 or a "first course" in English. Second semester. Omitted 1996-97. Professor Rushing.

**55. Seminar in Comparative History.** The topic changes from year to year.

First semester. Omitted 1996-97.

**56f. Toward a History of Whiteness in America.** (Also History 37.) This course will examine the concept of race in American history through a study of the origins and development of "whiteness" as a racial category and identity. This way of conceiving racial identity reached its high point in modern America, from the mid-nineteenth to the mid-twentieth century. Through a wide variety of readings, including historical scholarship, the history of science, fiction, and journalistic essays, the course will assess the fate of whiteness as an idea on the American continent—what it has meant to various groups of white people to be white. Comparisons will be drawn between the evolution of "whiteness" and "blackness" as historical concepts. An attempt will be made to demystify both identities through historical analysis. Readings will include Cash, *The Mind of the South*; Frankenburg, *White Women, Race Matters: The Social Construction of Whiteness*; Roediger, *The Wages of Whiteness*; Allen, *The Invention of the White Race*;

Gould, *The Mismeasure of Man*; Poe, *The Narrative of Arthur Gordon Pym*; and Ignatiev, *How the Irish Became White*.

First semester. Professor Ferguson.

**57. African-American History from the Slave Trade to Reconstruction.** (Also History 33.) This course is a survey of the history of African-American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major questions addressed: the slave trade in its moral and economic dimensions; African retentions in African-American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. First semester. Omitted 1996-97. Professor Blight.

**58. African-American History from Reconstruction to the Present.** (Also History 34.) This course is a survey of the social, cultural, and political history of African-American men and women since the 1870s. Among the major questions addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Second semester. Professor Ferguson.

**59s. The Civil War and Reconstruction Era.** (Also History 35s.) See History 35s for description.

Combined enrollment limited to 50 students. Second semester. Omitted 1996-97. Professor Blight.

**60f. Seminar: Mongrel America.** (Also History 32f.) Until recently, the study of American culture has often been marred by an intellectual apartheid. On one side there are studies of black experience, communities, and culture. On the other side we find studies of "Americans" or of the broader society often conceived of as "white." Through history and literature, this course is an examination of the origin and development of American identities as interracial and multiracial. The readings and discussions will suggest ways that the barriers constructed inside and outside the academy can be crossed. We will attempt to understand the exchanges between red, black, white, and brown that constitute the nation's actual past. We will read a variety of scholarship about the eighteenth, nineteenth, and twentieth centuries that challenges the tendency to produce separate historical accounts of racial groups. Works by novelists and essayists such as Herman Melville, Mark Twain, Albert Murray, and Ralph Ellison will also be used.

The course will focus on both the problems and the possibilities of such interracial visions, both in the past and in contemporary America.

Limited to 20 students. First semester. Professor Ferguson.

**68f. Seminar in Black Studies.** The topic for 1996-97 is: Africanisms in American Art and Culture. The seminar will consider African origins of American culture, focusing on artistic forms and practices which have facilitated the preservation and reconstruction of African cultural and aesthetic values in America. We will also investigate the processes of continuity, transformation, and/or change of these art forms from the period of slavery to the present.

Limited to 15 students; preference given to Black Studies majors of junior or senior standing. First semester. Professor Abiodun.

**72f. Philosophy, Race and Racism.** (Also Philosophy 22f.) See Philosophy 22f for description.

First semester. Omitted 1996-97. Professor Gooding-Williams.

**77, D77, 78, D78. Senior Departmental Honors.**

First and second semesters. Members of the Department.

**84. Seminar on Race and Reunion: The Memory of the Civil War.** (Also History 36.) See History 36 for description.

Not open to Freshmen. Admission with consent of the instructor. Combined enrollment limited to 20 students. Second semester. Omitted 1996-97. Professor Blight.

**97, H97, 98, H98. Special Topics.**

First and second semesters. Members of the Department.

The following courses are listed for inclusion in a Black Studies Major.

**The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean.** See Colloquium 12.

Omitted 1996-97.

**African Cultures and Societies.** See Anthropology 26.

Second semester. Professor Goheen.

**The Crisis of the State in Africa.** See Anthropology 42.

Omitted 1996-97.

**African Systems of Belief and Knowledge in Historical Perspective.** See Anthropology 46.

Omitted 1996-97.

**Poverty and Inequality.** See Economics 23s.

Second semester. Professor Rivkin.

**Studies in American Literature.** See English 61s.

Omitted 1996-97.

**African American Literature: A Survey.** See English 65.

Omitted 1996-97.

**African American Folklore.** See English 66.

Second semester. Professor Johnson.

**Literature of the Civil Rights Movement.** See English 67s.

Omitted 1996-97.

**Southern Literature.** See English 72.

Second semester. Professor Johnson.

**Performance of African American Literature.** See English 74f.

First semester. Professor Johnson.

**Justifying the Margin: The Literature of "Soul."** To be taught as English 75s, section 4, in 1996-97.

Second semester. Professor Peterson.

**African Voices: Modern African Literature.** See English 79s.

Omitted 1996-97.

**Black Gay Fiction.** See English 91. (Also Women's and Gender Studies 29.)

First semester. Professor Johnson.

**Survey of African Art.** See Fine Arts 8.

Second semester. Professor Abiodun.

**African Art and the Diaspora.** See Fine Arts 70f.

First semester. Professor Abiodun.

**African Art and Western Culture.** See Fine Arts 72.

Second semester. Professor Pemberton.

**Caribbean History.** See History 50.

Omitted 1996-97.

**Topics on the Caribbean and Latin America.** See History 51.

First semester. Professor Campbell.

**Seminar on Peoples and Cultures of the Caribbean.** See History 52.

Second semester. Professor Campbell.

**Trade and Plunder in Latin America and the Caribbean.** See History 53s.

Second semester. Professor Campbell.

**Seminar in Latin American History.** See History 55.

First semester. Professor Corbett.

**Colonial Society in Latin America, 1492-1825.** See History 56.

Omitted 1996-97.

**Introduction to South African History.** See History 81.

Omitted 1996-97.

**Topics in African History.** See History 82.

Second semester. Professor Redding.

**State and Society in Africa Before the European Conquest.** See History 83.

First semester. Professor Redding.

**Twentieth-Century Africa.** See History 84.

Second semester. Professor Redding.

**Comparative Slave Systems.** See History 91.

First semester. Professor Campbell.

**Race, Place and the Law.** See Law, Jurisprudence and Social Thought 33.

First semester. Professor Delaney.

**The Civil Rights Movement: From Moral Commitment to Legal Change.** See Law, Jurisprudence and Social Thought 44.

Second semester. Professor Delaney

**Social Psychology of Race.** See Psychology 44.

Second semester. Professor Hart.

**African Divination: Ways of Knowing, Rituals of Healing.** See Religion 25.

First semester. Professor Pemberton.

**Religion in the Atlantic World, 1450-1808.** See Religion 32f.

First semester. Professor Wills.

**Contemporary Dance Techniques: Comparative Caribbean Dance.** See Theater and Dance H19s.

Second semester. Five College Professor Daniel.

## BRUSS SEMINARS

The Bruss Seminar is part of the Bruss Memorial Program, established in memory of Professor Elizabeth Bruss, who taught at Amherst from 1972 to 1981. Under the Program, a member of the faculty is appointed Bruss Reader for a term of two or three years, with the responsibility of addressing questions with regard to women as they emerge from existing disciplines and departments, and to promote curricular change and expansion to incorporate the study of women. The Bruss Reader does this by serving as a resource person, through revision of department offerings, and by teaching the Bruss Seminar. The subject of the seminar, therefore, changes over time reflecting the disciplines of successive Bruss Readers.

**12. Women and Minorities in Science.** This course will review the history of women and minorities in science. The historical and contemporary factors responsible for the shortage of women and minorities in science will be discussed. Focus will be placed on individual women and minorities who have played leadership roles in research, industry, and science education. Readings of biographies and autobiographies of scientists such as Evelyn Swallow Richards, Barbara McClintock, Rosalind Franklin, Rachel Carson, Flossie Wong Staal, Grace Murray Hopper, Dorothy Crowfoot Hodgkin, Jewel Plummer Cobb, and others will be coupled to discussions of the individual's scientific contributions. One class meeting per week.

Limited to 20 students. Second semester. Professor O'Hara.

**15. Medical Risk Assessment: How Do You Know?** This course will investigate the scientific underpinnings (or lack thereof) for many popular beliefs concerning women's health and other more general medical-risk issues. How does one evaluate allegations in the media of fraudulent research, financially-driven research agendas, or environmental health risks? After a discussion of the critical components of a scientific proof and an introduction to the necessary scientific principles, students will be asked to be critical readers of original sources including the scientific literature. The organization, direction, efficacy, and funding of medical and other health-related research will also be explored. Topics will include, but are not limited to, breast cancer; contraception and fertility; diet and disease; and environmental health hazards. One class meeting per week.

Limited to 20 students. First semester. Professor O'Hara.

## CHEMISTRY

Professors Fink\*, Hansen, Kropf, Kushick, and O'Hara; Associate Professor Marshall (Chair); Assistant Professors Broderick\*, Conn, and Padowitz; Visiting Assistant Professor Ferrence.

*Major Program.* Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their freshman year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, and four of the following five courses: Chemistry 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, Mathematics 12 and Physics 16 or 32 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of freshman year.

*Departmental Honors Program.* A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the junior year. However, either of these courses may be taken in the senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their junior and senior years, participating in it actively in the senior year. All Chemistry majors should attend the seminar in their senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: computer simulation of biomolecular behavior; studies of selective enzyme inhibition; protein-nucleic acid interactions; immunochemistry; biochemistry of calcium proteins and chelators, lanthanide metal analogues of metalloproteins; mechanisms of enzyme-catalyzed and related processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; photochemistry and gas phase kinetics; studies of atmospheric air pollutants; high resolution molecular spectroscopy of jet-cooled species; and materials chemistry and surface science.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

*Note on Placement:* Students registering for Chemistry 11, 11s, or 15 are asked to take a placement examination to aid in assigning them to the appropriate course.

Chemistry 9 and 10 have been designed to introduce non-science students to important concepts of Chemistry. These courses may be elected by any student, but they do not satisfy the major requirements in Chemistry nor are they recommended as a means of satisfying the admission requirements of medical schools.

\*On leave 1996-97.



**9. Chemistry in the Environment: The Atmosphere.** An introduction for non-science students to environmental problems from a chemical and physical viewpoint. We will focus on the atmosphere, an essential but vulnerable component of the human environment, studying its chemical and physical processes and properties. Detailed attention will be paid to human activity as an agent for atmospheric change: effects of the use of fossil fuels, deforestation and agricultural activity; effects of synthetic chemicals on ozone in the stratosphere; effects of acid rain; effects of air pollution and photochemical smog; effects of the "nuclear winter," effects of anthropogenic and natural events on the difficult problem of global warming.

First semester. Omitted 1996-97. Professor Fink.

**10. Energy and Entropy.** Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some societal implications will also be discussed; we will treat, for instance, the diverse ways in which energy transformations of various sorts affect our lives. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

Second semester. Omitted 1996-97. Professor Fink.

**11. Introductory Chemistry.** This course examines the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions are studied. This leads to a detailed discussion of the physical structure of atoms and of how the interactions between atoms lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids are described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester. Professors Marshall and O'Hara.

**11s. Introductory Chemistry.** Same description as Chemistry 11.

Second semester. Professors to be named.

**12f. Chemical Principles.** The concepts of kinetic stability and thermodynamic equilibrium are examined. The thermodynamics section of the course develops a quantitative understanding of the factors that determine the extent to which chemical reactions can occur. The kinetics section explores how a study of the rates of chemical reactions leads to insights into the mechanisms of those reactions. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester. Professor Kropf.

**12. Chemical Principles.** Same description as Chemistry 12f.

Second semester. Professors to be named.

**15. Fundamental Principles of Chemistry.** A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Kushick.

**21. Organic Chemistry I.** A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Periodically, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professors Hansen and Conn.

**22. Organic Chemistry II.** A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Second semester. Professor Conn.

**30. Biochemistry.** (Also Biology 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Co-requisite: Chemistry 22. Anyone wishing to take the course who does not satisfy these criteria should obtain the consent of the instructor. Second semester. Professors to be named.

**35. Inorganic Chemistry.** Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. The structure, bonding, and symmetry of inorganic molecules and solids are discussed. Structure and bonding in coordination complexes are examined through molecular orbital and ligand field theories, with an emphasis on understanding the magnetic, spectral and thermodynamic properties of coordination com-

plexes. Mechanisms of inorganic reactions, including ligand substitution and electron transfer, will be examined. The laboratory experiments will complement lecture material and will include a final independent project. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 21 or consent of the instructor. First semester. Professor Ferrence.

**43s. Physical Chemistry.** The thermodynamic principles introduced in Chemistry 12 will be extended in order to study chemical equilibrium and the equilibria which exist between phases of matter. Specific applications include the properties of solutions (including solutions containing macromolecules), electrolytes, and equilibria involving biological membranes. The course also introduces the student to statistical mechanics, which treats the concepts of thermodynamics from a molecular point of view. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 32, Mathematics 12. Mathematics 13 recommended. Second semester. Professor to be named.

**44f. Modern Physical Chemistry.** The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics; the structure of atoms, molecules, and solids; and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17 or 33. First semester. Professor Padowitz.

**77, D77, 78, D78. Senior Departmental Honors.**

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

**97, H97, 98, H98. Special Topics.** A full or half course.

First and second semesters. Consent of the Department is required. The Department.

## RELATED COURSES

**Women and Minorities in Science.** See Bruss Seminar 12.

Second semester. Professor O'Hara.

**Medical Risk Assessment: How Do You Know?** See Bruss Seminar 15.

First semester. Professor O'Hara.

**Demystifying Technology.** See Kenan Colloquium 17.

First semester. Professors Hunter and Padowitz.

## CLASSICS (GREEK AND LATIN)

Professors Griffiths (Chair), P. Marshall‡, Pouncey, and Sinos; Assistant Professor Damon; Visiting Lecturer Ryan.

‡On leave second semester 1996-97.

*Major Program.* The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 15-16 will normally be introductory to higher courses in Latin, and Greek 11-16 will serve the same function in Greek.

*Departmental Honors Program.* The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and 78 in either Greek or Latin. The normal expectation will be that in the senior year two courses at the 41/42 level be taken along with the 77/78 sequence. Admission to the 77 course is contingent on approval by the Department of a thesis prospectus. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the 78 course is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first week of the semester with the Department and any outside reader chosen. In addition, Honors candidates must in the first semester of their senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department. The award of Honors will be determined by the quality of the candidate's work in the Senior Departmental Honors courses, thesis, and performance in the comprehensive work and language examination.

The Department will cooperate with other departments in giving combined majors with Honors.

*Comprehensive Requirement.* Majors in Greek, Latin, and Classics will fulfill the Department's comprehensive requirement in one of two ways.

- (1) Students may take an examination consisting of essay questions on the literary and historical interpretation of major authors. It will be given in the fifth week of the first semester of the senior year.
- (2) Alternatively, students may complete the requirement through coursework that provides a chronological survey of the cultures of the major.
  - For the Greek major, one course: Classics 21 (Greek Mythology and Religion), Classics 23 (Greek Civilization), Classics 32 (Greek History), or Classics 34 (Greek Archaeology).
  - For the Latin major, one course: Classics 24 (Roman Civilization), Classics 33 (Roman History), Classics 36 (Roman Archaeology: Pompeii and Herculaneum), or Classics 39 (Roman Archaeology: The City of Rome).
  - For the Classics major, two courses: one from the courses fulfilling the Greek major's requirement, and one from the courses fulfilling the Latin major's requirement.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11; or 1s, 11, 12. In Latin, the usual sequence will be 1, 2, 15, 16.

## Classics

**21s. Greek Mythology and Religion.** A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

Second semester. Professor Sinos.

**23. Greek Civilization.** Readings in English of Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato to trace the invention or emergence of epic, lyric, tragedy, comedy, historiography, and philosophy. How did the advent of writing transform oral culture? What are the implications of male control over public performance and the written record? How did mythological modes of thought develop into various expressions of "rationality": scientific speculation, historiography, and philosophy? How did the militarism and radical competitiveness of Athenian society create and destroy the possibilities for achievement in the arts and letters? What can be inferred about ancient women if they cannot speak for themselves in the texts? Three class hours per week.

First semester. Professor Pouncey.

**24. Roman Civilization.** A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three class hours per week.

Second semester. Omitted 1996-97. Professor Marshall.

**28. Writing History.** The pull of the past and of the devotions it exacts, and the yearning to escape from it into a more vital and unencumbered future, produce a tension in the life of every generation, and complicate its choices. This course will examine the historian's work as he creates the narratives that make the past intelligible and therefore capable of being acted on or against. Our focus will be the classical historians, who were intensely conscious of the artistry and artifice (in a word, the rhetoric) required by their genre. We will attend to the claims they make for their work and for themselves as historians, their methods of narration, and their systems of explanation—their play with the entanglements of myth and fact, their use of sources and other voices, and the patterns they discern in, or impose on, their chosen events. We will read passages of Herodotus, Thucydides, Livy, Josephus, Tacitus and Plutarch in translation, and discuss ancient and modern theories of the genre of history. Three class hours per week.

Second semester. Professors Damon and Pouncey.

**32. Greek History.** An introduction to the political and artistic evolution of Greece from the Bronze Age to the death of Alexander as we know it from literary and archaeological evidence. We shall focus on the emergence of Greek culture from the Near East and the continuing struggle to maintain that independence; the process of urbanization and its effect on the arts; the aesthetic achievement and political failure of Athenian democracy in its conflict with Spartan oligarchy, as well as Sparta's subsequent inability to adapt to the needs of the times. Three class hours per week.

Second semester. Omitted 1996-97. Professor Pouncey.

**33. History of Rome.** The Roman Republic and the emergence of the Principate. History of the growth of the Roman state from pastoral beginnings to dominion over the Mediterranean world in the years 753-23 B.C. The pressures that the territorial expansion of these years placed on the traditional forms of Roman life will receive special emphasis. We will end with the failure of Republican institutions in the civil wars of the first century B.C. and with the Augustan "solutions" to long-standing problems of social order and imperial administration. Primary material will include documents (laws, coins, letters), monuments (roads, temples, city-centers, houses), and texts (Polybius, Cicero, Livy, Horace). Three class hours per week.

First semester. Omitted 1996-97. Professor Damon.

**34f. Archaeology of Greece.** Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their concentrations of wealth, and to the relation between art and politics. Three class hours per week.

First semester. Professor Sinos.

**36f. Roman Archaeology: Pompeii and Herculaneum.** A study of the archaeological finds from the buried cities of Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will cover urban design, public structures, houses and villas, gardens, graffiti and dipinti, papyri, sculpture, wall paintings, mosaics, and everyday objects. An economic and social context for the remains of the material culture of these cities on the Bay of Naples will be developed from readings in Roman history and Latin literature, including Cicero, Horace, Petronius, Statius, Pliny, and Juvenal. Three class hours per week.

First semester. Professor Damon.

**39. Roman Archaeology: The City of Rome.** The history and topography of the city of Rome from its founding to the age of Constantine. The archaeological evidence will be stressed, but Latin literature will also be used as a source of information. Three class hours per week.

First semester. Omitted 1996-97.

**77, 78. Senior Departmental Honors.**

First and second semesters. Members of the Department.

**97, 98. Special Topics.**

First and second semesters. Members of the Department.

## Greek

**1. Introduction to the Greek Language.** This course prepares students in one term to read Plato, Homer, and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12.

First semester. Professor Griffiths.

**1s. Introduction to the Greek Language.** This course prepares students in one term to read Homer, Plato, and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 11.

Second semester. Professor Sinos.

**11. An Introduction to Homeric Epic.** The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Pouncey.

**12. Plato's *Apology*.** An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Griffiths.

**16. Greek Drama.** One or two plays will be read with emphasis on poetic diction, dramatic technique and ritual context. Three class hours per week.

Requisite: Greek 11 or its equivalent. Second semester. Professor Griffiths.

**41. Advanced Readings in Greek Literature I.** The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 1996-97 Greek 41 will study Plato's *Symposium*. Three class hours per week. Seminar course.

Requisite: Greek 16 or consent of the instructor. First semester. Professor Sinos.

**42. Advanced Readings in Greek Literature II.** See course description for Greek 41. In 1996-97 Greek 42 will study Hesiod and the *Homeric Hymns*. Three class hours per week. Seminar course.

Requisite: Greek 16 or 41 or equivalent. Second semester. Professor Griffiths.

**77, 78. Senior Departmental Honors.**

First and second semesters. Members of the Department.

**97, 98. Special Topics.**

First and second semesters. Members of the Department.

## Latin

**1. An Introduction to the Language and Literature of Ancient Rome.** A course designed to increase students' understanding of the English language and literary tradition. No previous knowledge of Latin is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Three class hours per week.

First semester. Professor Damon.

**2. Intermediate Latin.** This course aims at establishing reading proficiency in Latin. Our text will be Sallust's *Conspiracy of Catiline*, a narrative of the last major crisis that the Roman Republic successfully weathered, written by an author who experienced both the crisis and the fall of the Republic that followed soon

after. Forms and syntax will be reviewed throughout the semester. Three class hours per week.

Second semester. Professor Damon.

**15. Catullus and the Lyric Spirit.** This course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.

First semester. Professor Marshall.

**16. The Augustan Age.** An introduction to the literature and culture of Augustan Rome through close reading of Horace's *Odes* and of selections from other works illustrating the period. Three class hours per week.

Second semester. Professor Ryan.

**41. Advanced Readings in Latin Literature I.** The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 1996-97 Latin 41 will read Virgil's *Aeneid*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or consent of the instructor. First semester. Professor Marshall.

**42. Advanced Readings in Latin Literature II.** See course description for Latin 41. In 1996-97 Latin 42 will read Petronius' *Satyricon*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or consent of the instructor. Second semester. Professor Pouncey.

**77, 78. Senior Departmental Honors.**

First and second semesters. Members of the Department.

**97, 98. Special Topics.**

First and second semesters. Members of the Department.

## RELATED COURSES

**Readings in the European Tradition I.** See European Studies 21.

First semester. Professor Doran.

**Ancient Philosophy.** See Philosophy 17.

First semester. Professor Gentzler.

**Ingrate Books: Chartering and Un-chartering Patriarchy.** See Women's and Gender Studies 14.

Second semester. Omitted 1996-97. Professor Griffiths.

## COLLOQUIA

Colloquia are interdisciplinary courses taught by members of two or more departments. They are aimed chiefly at juniors and seniors who have begun their majors, to give them the opportunity to gain perspective by studying subjects from viewpoints that supplement or contrast with those of their disciplines.

Whether colloquia are accepted for major credit in their faculty's departments is determined for each colloquium separately; when unspecified, students should consult their major departments.



**12. The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean.** Geographically the course will focus on Mesoamerica, the Caribbean and South America, where the initial effects of Spanish contact were most intense. The societies to be studied will include those of the Arawaks and the Caribs as well as the ancient civilizations of the Aztecs, the Mayas and the Incas. We will examine closely the nature and structure of these civilizations (some of which were empires), the mentality of the people, how they designed their way of life and how their cultural predispositions affected their interactions with the Europeans. The course will rely heavily on primary source material, including Spanish Chronicles, but particular attention will be given to native accounts. How did they view the processes of discovery, contact and the eventual destruction of their societies and how did they finally respond? Their voices will serve as counterpoints to the more familiar European accounts: "The New World Civilization that they [the Chroniclers] were describing was alien to them, however actively it may have aroused their curiosity, and however successful they may have been in entering into the spirit of it by an act of historical imagination"—Arnold J. Toynbee. Although the course will be taught by an historian and an anthropologist/archaeologist, guest speakers representing other disciplines, including Mesoamerican and Andean art specialists, will participate, making the course a true multi-disciplinary effort. One class meeting per week.

Limited to 30 students. Second semester. Omitted 1996-97. Professors Campbell of Amherst College and Proulx of the University of Massachusetts.

**14. Personality and Political Leadership.** What constitutes personality? What constitutes political leadership? Do leaders of various sorts (totalitarian, authoritarian, democratic) have distinctive personalities? How do the personalities of leaders combine with other personal and cultural influences to shape their political behavior, and how does that behavior in turn shape the environment from which they come? In an attempt to answer such questions, the course will consider theories of leadership and of personality, examine approaches to psychobiographical assessment, and evaluate psychobiographies of leaders such as Wilson, Hitler, Gandhi, Stalin, Khrushchev, and others. Finally, students will be asked to prepare their own psychobiographical sketches of past or current politicians.

Limited enrollment. Admission with consent of instructors. Second semester. Professors Demorest and W. Taubman.

**18. Foreign Policy Seminar.** This course will examine and assess the foreign policy of the Clinton Administration. In broad terms we will be asking how the Clinton Administration has defined America's interests and purposes in post-cold war world politics. More particularly, we will examine the administration's approach to the issue of NATO's future role; to national conflicts in formal Yugoslavia; to the fate of postcommunist Russia; to the peace process in the Middle East; to the challenges posed by Iran, Iraq, North Korea, Cuba and Haiti; to violence in Somalia, Rwanda and Liberia; to tensions between human rights and trade concerns in relations with China; and to debates over NAFTA and U.S. immigration policy. Do these approaches constitute a foreign policy strategy—a "Clinton doctrine" that can guide American behavior abroad into the twenty-first century? What roles do Congress, the mass media and interest groups play in defining a nation's foreign pursuits? Should American interaction with other societies be governed by Wilsonian moral precepts or a strict calculation of strategic and economic (capitalist) interests? What, finally, are the responsibilities of American society outside its borders?

Not open to Freshmen. Limited to 20 students. Second semester. Professors Machala and Levin.

**28. Re-Imagining the Human in a Technological Age.** Every age is a technological age, yet to each is given the task of "re-imagining" itself in a new time and place. Ours is no different. This course intends to undertake this process. First we will seek to confront the nature and function of technology within human experience in terms of its fundamental, spiritual potential. Recognizing alienation, homelessness, "the fall" as essential for self-conscious, responsible contemplation and action, we will examine dissatisfaction as an important impetus for change and technology as a means of resolution. Selected historical exemplars will reveal ways in which technology has served its full potential within particular artistic and scientific constraints. Certain Asian alternatives will silhouette both the variety and universality of our theme.

Second, we will address modern technology (computers, high speed transportation systems, telecommunication, medical research, energy, etc.) as mirrors in which we can see present-day images of ourselves and discover forces that shape the unconscious transformation of these images, until "dissatisfactions" create the need for conscious "re-imagining."

We will conclude with an attempt actually to re-imagine the human in our technological age. By focusing on technology as both a cause of the unique human experience of self-conscious existence and a solution to its problems, we will assess the figurative role of art and science to assure the creative rather than the destructive potential of technology. During this section, discussion, field trips, and projects will serve to articulate and demonstrate the process of re-imagining the present in order to envision the future.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Omitted 1996-97. Professors Upton and Zajonc.

## Computer Science

See Mathematics and Computer Science.

## CREATIVE WRITING

*Advisory Committee:* Professor and Writer-in-Residence Phillips (Co-Director); Visiting Writer Bernard; Playwright-in-Residence Congdon; Professors Benítez-Rojo, Maraniss, Pritchard, and Sofield‡ (Co-Director); Associate Professors Frank\* and Stavans; Assistant Professor Douglas; Senior Lecturer von Schmidt; Visiting British Council Fellow-in-Writing Maxwell.

The Creative Writing Center, in conjunction with various College departments, provides courses in the writing of fiction, poetry, plays, non-fictional prose, and translation. The work of the Center is interdisciplinary in that those who teach in it are located in a number of College departments. In addition to the courses offered, the Center consists in a group of faculty members engaged in creative writing, a series of readings and class visits by practicing writers and editors brought to the College for that purpose, and a place where student and faculty writers may gather to read and talk.

\*On leave 1996-97.

‡On leave second semester 1996-97.

The faculty of the Center strongly believe that creative writing at the College should occur in the context of a liberal arts education. They hold that all students benefit from the discipline of writing out of their own and out of imagined experience, and from submitting that writing, in small classes, to the criticism of instructors and other student writers. Because they consider that creative writing is in significant part learned through creative reading, all faculty of the Center also teach courses in the reading of literature. The Center does not offer a major and does not invite students to formulate interdisciplinary majors in creative writing; it takes the most desirable education for those who may pursue careers as creative writers to be not a heavy concentration of creative writing courses, but rather a selection of such courses plus many courses in literature and other subjects that interest an individual student.

The Center does not offer courses independently: all of the courses listed below are located in the various departments and count toward the major requirements of the departments. In addition to the courses here listed, students may arrange with any departmental faculty so willing—including those who are not members of the Center—to take special topics courses in creative writing and to undertake creative writing honors projects in their major departments.

**Writing Poetry I.** See English 21s.

Limited enrollment. Second semester. Omitted 1996-97. Professor Sofield.

**Writing Poetry II.** See English 22.

Limited enrollment. Second semester. Visiting Writer Bernard.

**Composition.** See English 23s.

Limited enrollment. Second semester. Lecturer von Schmidt.

**Contemporary British Writing.** See English 24f.

Limited enrollment. First semester. British Council Fellow-in-Writing Maxwell.

**Non-Fiction Writing.** See English 25s.

Limited enrollment. Second semester. Professor Townsend.

**Fiction Writing I.** See English 26f.

Limited enrollment. First semester. Visiting Writer Bernard.

**Writing, Writers, and Society.** See English 27.

Limited enrollment. First semester. Writer-in-Residence Phillips.

**Fiction Writing II.** See English 28.

Limited enrollment. Second semester. Omitted 1996-97. Visiting Writer Bernard.

**Poetic Translation.** See European Studies 24f.

Limited enrollment. First semester. Professor Maraniss.

**Non-Fiction Writing.** See Hispanic Language and Cultures 46.

Limited enrollment. Second semester. Omitted 1996-97. Professor Stavans.

**Playwriting.** See Theater and Dance 17.

Limited enrollment. First semester. Playwright-in-Residence Congdon.

**Playwriting Studio.** See Theater and Dance 24f.

Limited enrollment. First semester. Playwright-in-Residence Congdon.

## ECONOMICS

Professors Beals, Kohler (Chair), Nicholson, Westhoff, Woglom, and B. Yarbrough‡; Associate Professor Barbezat\*; Adjunct Associate Professor R. Yarbrough; Assistant Professors Rivkin, Takeyama, and Xut.

*Major Program.* A major in economics is accomplished through a sequence of courses that begins with Economics 11, which surveys a variety of current economic issues and problems, and introduces the basic tools essential for all areas of economics. Economics 11 (or 11s) is a requisite for all other courses in economics; and for most courses there is no other requisite. Thus, after completing Economics 11 a student may enroll in any of a variety of applied courses. Students may be excused from the requirement of taking Economics 11 if they demonstrate an adequate understanding of basic economic principles.

All students majoring in Economics must successfully complete eight full-semester courses in Economics. The eight courses must include Economics 11, 53, 54, and 55, plus any four electives. Mathematics 11 or equivalent is required in addition. Non-Amherst College economics courses (including economics courses taken abroad) may be used as electives as long as the student receives Amherst College credit for the course. Substitution of a non-Amherst course for one of the four specifically required economics courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work, and such a request is granted only in exceptional circumstances. (Spending junior year abroad is not an exceptional circumstance.) Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chair. Each candidate for a degree in Economics is required to pass a written comprehensive examination given in the fall semester of the senior year. Students who are candidates for Departmental Honors must take Economics 77 and 78.

To be admitted to the major, a student must demonstrate achievement in economics courses—a grade of C+ or higher in Economics 11 and a C+ or higher in Economics, 53, 54, or 55, whichever is taken first. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one among Economics 53, 54, and 55. Unless a student has done very well in Economics 11, it is strongly recommended that Economics 53, 54 and 55 each be taken in a separate semester.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Unless otherwise specified, all courses are open to Freshmen. Economics classes normally meet three class hours per week, either in three fifty-minute sessions or two eighty-minute sessions. Exceptions are noted in course descriptions.

*Note on Pass/Fail Courses.* Economics 11 may be taken on a Pass/Fail basis only with the consent of the Course Chair. No student planning to major in Economics will be allowed to exercise this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except by students in unusual circumstances (e.g., by Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be

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‡On leave second semester 1996-97.

offered on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option to satisfy department course requirements.

*Note:* Some of the courses listed below have been renumbered. Courses with new numbers in the 20s, 30s, and 40s require only Economics 11 as a requisite. Courses with new numbers in the 50s are courses required for the major. Courses with new numbers in the 60s require requisites other than Economics 11.

**11. An Introduction to Economics.** A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to 22 Amherst College students. First semester. Professors Beals, Kohler, Rivkin, Takeyama, and Westhoff (Course Chair).

**11s. An Introduction to Economics.** Same description as Economics 11.

Each section limited to 22 Amherst College students. Second semester. Professors Kohler (Course Chair), Rivkin, Takeyama, Woglom, and Xu.

**21s. Problems of Economic Organization.** This course examines the fundamental problems of economic organization, namely how to coordinate and motivate the members of an organization to work in coherent ways to advance members' interests in the presence of bounded rationality and imperfect information. Topics include the relationship between economic organization and efficiency; methods of coordination (especially, market versus nonmarket); and contracts as vehicles for motivation and compensation. Applications include changes facing firms in Eastern Europe and comparisons of labor policies in Japan and the United States.

Requisite: Economics 11. Second semester. Omitted 1996-97. Professor B. Yarbrough.

**23s. Poverty and Inequality.** Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate, inequality of the earnings distribution, family living arrangements, education, crime, welfare reciprocity, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. Second semester. Professor Rivkin.

**24f. Industrial Organization.** This course examines the determinants of and linkages between market structure, firm conduct, and industrial performance. Some of the questions that will be addressed include: Why do some markets have many sellers while others have only few? How and why do different market structures give rise to different prices and outputs? In what ways can firms behave strategically so as to prevent entry or induce exit of rival firms? Under what circumstances can collusion be successful? Why do firms price discriminate? Why do firms advertise? Does a competitive firm or a monopoly have a

greater incentive to innovate? In answering these and other questions, the consequent implications for efficiency and public policy will also be explored.

Requisite: Economics 11. First semester. Omitted 1996-97. Professor Takeyama.

**25s. Environmental and Natural Resource Economics.** Students in this course will explore society's use of the natural environment as a component of production and consumption. The allocation of exhaustible and renewable resources and the protection of environmental quality from an economic standpoint will be examined. Public policy avenues for controlling natural resource management and the environment will also be explored. Case studies include air pollution and acid rain, depletion of the ozone layer and the greenhouse effect, the solid waste crisis, and deforestation, among others.

Requisite: Economics 11. Second semester. Professor Takeyama.

**26. Economics of Education.** Investments in education benefit individuals and society in a variety of ways. Education affects the productivity of the labor force, economic growth, the earnings of individuals, social mobility, the distribution of income, and many other economic and social outcomes. In 1990 educational expenditures exceeded seven percent of the Gross Domestic Product of the United States. A sector this large and important poses a number of serious policy questions—especially since it lacks much of the competitive discipline present in profit-making sectors of the economy. Should we increase expenditures? Are resources allocated efficiently? Equitably? How should the sector be organized? Who should bear the costs of education? Which policy changes will be effective? Many of these questions are part of the national policy debate. This course will use economic principles to study these and other issues which have been central to discussions of education policy.

Requisite: Economics 11 or consent of the instructor. Second semester. Omitted 1996-97. Professor Rivkin.

**28. The Economic History of the United States.** The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We will begin with the colonial period and end with the Second World War.

Requisite: Economics 11. Second semester. Omitted 1996-97. Professor Barbezat.

**30f. Current Issues in the United States' Economy.** This course examines the contemporary economic development of the United States. Rather than starting at some time and asking "What happened next?," the course proceeds in reverse chronological order and asks "From where did this come?" Current structures, policies and problems will be analyzed and explained by unfolding the path of their sources. Among the topics covered will be the savings and loan crisis, the boom-bust of the 1980s, health care policies, foreign economic policy, as well as topics that particularly interest the group of students taking the course.

Requisite: Economics 11. First semester. Omitted 1996-97. Professor Barbezat.

**31s. The Economics of the Public Sector.** This course examines the role that the government plays in the economy. We begin focusing on market failures: situations in which unregulated actions by the consumers and firms result in inefficiency. Acid rain, the depletion of the ozone layer, and global warming are used in case studies. How has the government reacted to these problems? How should the government respond? The second part of the course studies how the government's tax policies affect the economy. The tax reforms of the 1980s and the recent deficit reduction act will be emphasized. During the semester most of

today's pressing public policy issues will be addressed: health care, welfare reform, the social security system, the budget deficit, etc.

Not open to students who have taken Public Finance. Requisite: Economics 11. Second semester. Professor Westhoff.

**32f. International Trade.** This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. First semester. Professor B. Yarbrough.

**33. Open-Economy Macroeconomics.** This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system.

Requisite: Economics 11. First semester. Professor B. Yarbrough.

**34f. Money and Economic Activity.** The course begins with an economic explanation of the monetary systems of exchange. Such systems begin by replacing barter with commodity monies such as gold, and gradually evolve into sophisticated systems using paper notes and bank deposits as money. The course will discuss the current U.S. monetary system. Next we turn to markets for insurance and bank credit. The last part of the course examines the level and term structure of interest rates, and the effects of financial markets on the general level of economic activity.

Requisite: Economics 11. First semester. Omitted 1996-97. Professor Xu.

**36. Economic Development.** An introduction to the problems and experience of less-developed countries, and survey of basic theories of growth and development. Attention is given to the role of policies pursued by LDCs in stimulating their own growth and in alleviating poverty. Topics include population, education and health, industrialization and employment, foreign investment and aid, international trade strategy and exchange rate management.

Requisite: Economics 11. Second semester. Professor Beals.

**38f. Comparative Economic Systems.** The economic welfare of nations is clearly affected by the resources and technology they possess, but this course examines how economic performance, in addition, is powerfully influenced by the type of economic system that people adopt. The course considers model economic systems, such as the centrally planned command economy and the perfectly competitive market economy, followed by case studies of actual economies in eight regions of the world: the developed market economies of North America, Western Europe, and Japan; the former Soviet Union and Eastern Europe, the Islamic crescent, sub-Saharan Africa, China, India, the rest of Southeast Asia, and Latin America.

Requisite: Economics 11. First semester. Professor Kohler.

**39. The European Economic Community.** The economic and political integration of western Europe is an important feature of the current world economy. In this course we will first trace the long-standing historical development of European integration, with special attention to the international industrial cooperation of the 1920s and 1930s. With this background we will then discuss and assess

the Community's structure and operation from the 1950s until the present. Topics will include tariff policies, agricultural policies, monetary and fiscal policy coordination, regional development, industrial policies and development strategies, and US-EEC relations. Rather than viewing the EEC as an organization representing equally each of its member's aims, we will examine the conflicting national goals of the Community's members and how these conflicts affect policies.

Requisite: Economics 11. First semester. Omitted 1996-97. Professor Barbezat.

**40. Health Economics.** This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. Second semester. Professor Nicholson.

**48f. Financial Accounting.** The course introduces students to the concepts of financial accounting including the interpretation and analysis of financial statements. After these concepts have been introduced, the course will analyze how financial statements can be used to understand the operation and functions of organizations, both public and private. Attention will be given to how financial reporting facilitates internal control as well as external accountability of large organizations. Finally, the effect of accounting rules on economic decisions and thereby on the overall allocation of resources is examined. Specific examples in this area that will be covered include: the effects of depreciation rules on investment, the importance of foreign currency fluctuations, the treatment of inflation in financial statements.

Requisite: Economics 11. First semester. Professor to be named.

**53. Macroeconomics.** This course develops macroeconomic models of the determinants of economic activity, inflation, unemployment, and economic growth. The models are used to analyze recent monetary and fiscal policy issues in the United States, and also to analyze the controversies separating schools of macroeconomic thought such as the New Keynesians, Monetarists and New Classicals.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Woglom.

**53s. Macroeconomics.** Same description as Economics 53.

Second semester. Professor Xu.

**54f. Microeconomics.** This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Takeyama.

**54. Microeconomics.** Same description as Economics 54f.

Second semester. Professor Westhoff.

**55. Economic Statistics.** A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.



Requisites: Economics 11 and Mathematics 11 or equivalent. This course and Mathematics 8 or 17 may not all be taken for credit. First semester. Professor Beals.

**55s. Economic Statistics.** Same description as Economics 55.  
Second semester. Professor Nicholson.

**60f. Labor Economics.** An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 54. First semester. Professor Rivkin.

**61s. Topics in International Trade.** An examination of current theoretical developments and policy issues in international trade. Topics include game-theoretic models of trade, the history and prospects of the General Agreement on Tariffs and Trade, the agenda for the Uruguay Round of trade negotiations, and the theory and practice of "strategic" trade policy.

Requisite: Economics 32. Second semester. Omitted 1996-97. Professor B. Yarbrough.

**62. Seminar in Macroeconomic Issues.** An upper-level course studying the theoretical and policy controversies spawned by the New Classical revolution in macroeconomics. We trace the birth of the New Classical School as a logical development of the Keynesian research agenda. Then we look at the fundamental challenges posed by New Classical economics for the ways in which macroeconomists view the relationships between economic theory, empirical testing, and policy advice. Students will write a research paper applying the ideas developed in the course to a topic of their choice.

Not open to students who have taken New Classical Economics. Requisite: Economics 53. Second semester. Omitted 1996-97. Professor Woglom.

**63s. Corporate Finance.** This course explores the efficient allocation of capital (the investment decision) and the capital-raising ability (the financing decision) of the corporation. Among the topics to be covered are: the market for corporate control, agency theory, the capital budgeting decision, cost of capital estimation, the capital structure decision, and capital market efficiency as it relates to the firm. The course will blend theory with application.

Requisite: Economics 54. Limited to 35 students. Second semester. Professor Woglom.

**64. Evaluating Social Policies.** This course examines a number of social programs in the United States including Social Security, Medicare, Unemployment Compensation, Aid to Families with Dependent Children, and a variety of education and training initiatives. The purpose of this examination is not only to show how these programs operate, but also to illustrate how economic and statistical tools can be used to evaluate these operations. A significant portion of the course will be devoted to showing the advantages and disadvantages of using actual data from the programs in such evaluations.

Not open to students who have taken Evaluating the Social Safety Net. Requisite: Economics 55 or consent of the instructor. First semester. Omitted 1996-97. Professor Nicholson.

**65s. Econometrics.** Application of economic statistics, general economic theory and mathematics to the understanding of empirical relations in economics. Course includes careful treatment of the multiple linear regression model, and refinements in estimation and hypothesis testing. Also includes an introduction to methodological developments in econometric modeling of time series data, and extensive practice in the use of statistical packages for computation.

Not open to students who have taken Empirical Economics. Requisites: Economics 55 or equivalent and some knowledge of economic theory. Second semester. Professor Beals.

**66f. Law and Economics.** This course introduces students to the ways in which legal issues can be examined using the tools of economic analysis. Topics covered include: Property and contract law, accident law, family law, criminal law, financial regulation, and tax law. In all of these areas the intent is not to provide an exhaustive examination of the law, but rather to show how economic methods can contribute to an understanding of the basic issues that must be addressed by the law.

Requisite: Economics 54 or consent of the instructor. First semester. Professor Nicholson.

**77. Senior Departmental Honors.** Independent work under the guidance of an advisor assigned by the Department. Open to Senior Economics majors with a grade point average in Economics courses of 10.00 or higher and the consent of the Department. Students intending to take this course and its continuation, Economics 78, must submit a proposal to the Department before the end of the preceding spring semester.

Requisites: Economics 53, 54, 55, and the successful completion of the Comprehensive Examinations in Economics. First semester.

**78. Senior Departmental Honors.** Open to Senior Economics majors with the consent of the Department.

Requisite: Economics 77. Second semester.

**97, H97, 98, H98. Special Topics.** Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

## ENGLISH

Professors Cameron, Chickering, Cody (Director of Studies), Guttmann†, O'Connell, Parkert, Peterson†, Phillips (Writer-in-Residence), Pritchard, Rushing, Sofield‡, and Townsend; Visiting Writer Bernard; Associate Professors Barale, Cobham-Sander (Chair), Frank\*, and Sánchez-Eppler\*; Assistant Professors Johnson and Katz\*; Senior Lecturer von Schmidt; Visiting Assistant Professor Grossman; Visiting British Council Fellow-in-Writing Maxwell; Five College Fellow Di Iorio.

*Major Program.* The English Department acknowledges that a variety of interests and motives lead students to declare a major in English and that a variety of disciplines and modes of study intersect within the curriculum of the Department. The Department views its responsibility as a contract with the student to

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†On leave first semester 1996-97.

‡On leave second semester 1996-97.

provide guidance, criticism and support as the student plans his or her course of study.

Students who elect a major in English must complete ten courses offered or approved by the Department, including at least one course numbered 1 to 18 and one of the upper-level seminars numbered 75. The latter courses are normally open only to Juniors and Seniors, are usually limited to fifteen students, and emphasize independent inquiry, critical and theoretical issues, and extensive writing. Successful completion of English 75 satisfies the Comprehensive requirement in English. Because these seminars often lead to a Senior Honors project, the Department very strongly urges majors to take English 75 during the junior year. The Department will not guarantee admission to a particular English 75 seminar in the second semester of the senior year.

In addition to at least one course numbered 1 to 18 and English 75, students majoring in English must, upon entering their senior year, formally define an *area of concentration* within their major. That is, they must designate three courses which they understand to be inter-related and provide a brief statement which defines that relation. (The choice of courses and description of the area of concentration may be revised as late as the end of the add/drop period of a student's last semester.)

The English Office and the student's advisor will keep a record of all courses (including required courses) a student has chosen to fulfill the major requirement, plus the designation of three courses of concentration and the student's statement concerning the area of concentration. No more than two courses not offered formally by the Department may be counted as constituent parts of the major program, except with the recorded permission of the student's advisor.

*Senior Tutorial.* Senior English majors may apply for admission to the Senior Tutorial, English 87/88, for either one or both semesters. Appropriate tutors are assigned to students whose applications have been approved. The Tutorial provides an opportunity for independent study to any Senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Departmental Honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

*Departmental Honors Program.* The Department awards honors to Seniors who have achieved distinction in course work for the major and who have also demonstrated, in submitted samples of extensive writing, a capacity to excel in composition. Normally, students will be considered for the degree with Distinction in English only if they have achieved a qualifying grade average of B+ in courses approved for the major; the degree with High Distinction in English normally presupposes an A- or A average.

No student will be considered for honors without having submitted a Senior Honors project of extensive writing (usually between 50 and 70 pages) to be evaluated by a committee of three Departmental readers. The materials included may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics, composition, and creative writing courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these latter must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute and comments thoughtfully and extensively upon the writer's acts of interpretation and composition). The Senior Honors project, if approved for submission by the student's designated tutor or major advisor, is

forwarded by the tutor or advisor to the Department. A committee of faculty readers and examiners is then appointed. The committee conveys its evaluation to the whole Department, which then takes into account both the Honors project and the record in the major in making its final recommendation for the level of honors in English.

*Graduate Study.* The English Department does not view its work as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

*N.B.* The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

**3. Reading and Criticism.** Our subject is various imaginative uses of the English language, such as poetry, fiction, the drama, autobiography, essays, history. Weekly practice in writing about these uses with the aim of extending and refining one's powers as a critic. The reading list changes yearly and generally includes an anthology of poems, a play by Shakespeare, new and classic British and American novels, as well as memoirs, essays, or other discursive prose. The course is conceived of as relevant to students at any level of skill in reading and writing, including those with a background of advanced literary study in high school. Three class hours per week.

Sections limited to 20 students. First semester. Professors Cody, Pritchard, Sofield and Smith College Professor Reeves.

**4f. Representing Sexualities in Word and Image.** This course traces the cultural production of sexual knowledge over the last century, beginning with print and video representations of the AIDS crisis and concluding with Whitman's daring projections of same-sex desire in the "Calamus" poems first published in 1860. Its syllabus undertakes a kind of reverse genealogy, beginning in the present with a range of representations associated with the HIV pandemic (AIDS as "a gay disease" and as "the disease of gayness") and then moving backward: first to the 1950s and the 1960s (periods often seen, respectively, as those of normative heterosexuality and of sexual revolution), and then to the nineteenth century and an appraisal of Walt Whitman's writings. We will undertake this sequence of materials partly to answer the question how "we" came to be where "we" are today. The course is largely directed toward the texts and contexts out of which emerges the "sexual orientation" called "gay male," but issues of "straightness," "lesbianism," "bisexuality," and the recent alternative called "queer" will necessarily arise as well. Two class meetings per week.

Limited enrollment. First semester. Professor Grossman.

**5. Reading and Writing About Nature.** Reading and writing about the natural world. This course will pay equal attention to which aspects of the natural

world one chooses to write about and the various literary strategies writers use. It is conceived of as relevant to students at any level of skill in reading and writing, including those with a background of advanced literary study in high school. Texts include selections from the Old Testament and Thoreau's *Walden*, Margaret Atwood's *Surfacing*, and Annie Dillard's *Pilgrim at Tinker Creek*, as well as works by such Native American writers as Paula Gunn Allen and such African writers as Nigeria's Amos Tutuola and Ben Okri. Frequent writing exercises. Two class meetings per week.

Limited to 20 students. Preference given to Freshmen. First semester. Omitted 1996-97. Professor Rushing.

**6f. Reading, Writing, and Teaching.** Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at Holyoke High School. The readings for the course will be essays, poems, autobiographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies created jointly with the students they are meeting with in Holyoke, etc. Among the texts for the course: John Stuart Mill, *Autobiography*, Sylvia Ashton-Warner, *Spearpoint*, Tracy Kidder, *Among Schoolchildren*, Jonathan Kozol, *Savage Inequalities*, Nicholasa Mohr, *El Bronx Remembered*, Eudora Welty, *Losing Battles*, and Judith Ortiz Cofer, *The Line of the Sun*. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Limited to 20 students. First semester. Professor Cobham-Sander.

**6. Reading, Writing, and Teaching.** Same description as English 6f.

Limited to 20 students. Second semester. Professor O'Connell.

**7. Writing and Everyday Reading.** What do people "do" with what they read? The course will approach reading as an act of consumption and appropriation, asking students to track the everyday use to which their imaginations put the content (i.e., the word, characters, and information) of written material. In particular, students will consider how the idiosyncracies of a personal reading style can complicate and challenge a text's ideological assumptions. Reading in the course will focus on Jean Genet's *Our Lady of the Flowers* and a selection of James Baldwin's essays, supplemented by essays in psychology, sociology, and anthropology. Frequent writing.

Limited to 20 students. Preference given to Freshmen. First semester. Omitted 1996-97. Professor Katz.

**8. The Study of Literature through Performance.** This course introduces the student to the study of literature through performance. Based on the assumption that performance is a method of understanding and enjoying literature, the student participates in performances of poetry, prose, and personal narratives. The student will also learn performance techniques through solo, duo, and group performances. Written work is assigned and an examination will be given, but the focus of the course is on the discovery and exploration of literature through the medium of vocal and physical performance.

Limited to 20 students. Preference given to Freshmen. Second semester. Omitted 1996-97. Professor Johnson.

**9. Writing and Self-Creation.** Readings in memoirs, autobiographies, diaries, and other autobiographical works with an eye to understanding how we create

ourselves textually. Readings will include Maxine Hong Kingston, *Woman Warrior*; Elizabeth Bishop, prose and poetry; Alice James, *Diary*; Eudora Welty, *One Writer's Beginning*; William Wordsworth, *The Prelude*; Richard Wright, *Black Boy*; and two films (Joyce Chopra, *Joyce at 34*; and Federico Fellini, *8½*). Frequent writing, both analytic and autobiographical—at least one short paper every week.

Sections limited to 20 students. Preference given to Freshmen. First semester. Professor Townsend and Lecturer von Schmidt.

**10f. Reading Gender, Reading Race.** (Also Women's and Gender Studies 10f.)

A first course in reading and writing about gender and race. This course will pay close attention to texts from a variety of genres—novels, short fiction, drama, autobiography, and poetry—and call for weekly writing assignments. We will be concerned with language's ability to both construct and reflect a culture's understandings of what it means to be a woman or a man, what it means to be racially or ethnically identified and/or identifiable. Authors will include Cisneros, Ellison, Shakespeare, Hansberry, Yamauchi, and O'Connor. Two class meetings per week.

Limited to 17 Freshmen. First semester. Professor Barale.

**12. Reading Poetry.** This course will examine a wide swath of poetry produced in the United States during the eighteenth, nineteenth and twentieth centuries, including both well-known poets (Whitman, Dickinson, Ginsberg, Bishop) and others who have hardly been considered since the years in which their poetry first appeared (e.g., Lydia Sigourney, John Greenleaf Whittier, Henry Wadsworth Longfellow). Discussion will focus upon the relations between texts and contexts, canonical centers and margins, and history and poetry. We will read closely not only the poems on the syllabus, but also essays submitted for group discussion by other members of the class. There will be a number of shorter papers and a great deal of attention paid to the mechanics of criticism and to discussion about literary interpretation and writing about poetry. Two class meetings per week.

Preference given to Freshmen (others may be admitted with consent of the instructor). Limited enrollment. Second semester. Professor Grossman.

**14. Reading Fiction.** A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, George Eliot, Henry James; lesser-known books and writers from this century, mainly from England and America. Attention centered on matters of technique and on different kinds of literary value. Three class hours per week.

Limited to 35 students. Second semester. Omitted 1996-97. Professor Pritchard.

**18. Coming to Terms.** An introduction to the study of literature based on a series of critical terms, which may include genre, discourse, text, canon, author, and reader. Two class meetings per week.

Preference given to Sophomores. Second semester. Professor Parker.

**19s. Film and Writing.** A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two two-hour class meetings and two screenings per week.

Second semester. Professor Cameron and Lecturer von Schmidt.

**21s. Writing Poetry I.** A first workshop in the writing of poetry. Class members will read and discuss each others' work and will study the elements of prosody: the line, stanza forms, meter, free verse, and more. Open to anyone interested

in writing poetry and learning about the rudiments of craft. Writing exercises weekly. Please submit a writing sample to the English office on or before the first day of classes. A list of those admitted will be posted during the first week of classes.

Limited enrollment. Second semester. Omitted 1996-97. Professor Sofield.

**22. Writing Poetry II.** A second, advanced workshop for practicing poets. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: English 21 or the equivalent. Limited enrollment. Second semester. Visiting Writer Bernard.

**23s. Composition.** Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual and social experiences.

Open to Juniors and Seniors. Limited enrollment. Second semester. Lecturer von Schmidt.

**24f. Contemporary British Writing.** The topic varies from year to year. In fall 1996 the topic will be: "Twentieth-Century British Poetry: Form and Practice." The course will focus primarily on the recent flourishing of British verse and endeavor to place this work in the context of twentieth-century developments, looking at the influence of poets such as Frost, Yeats, Bishop, and Auden on the work of the new British poets. Special attention will be paid to changing attitudes to form in this century's poetry, to how poets have rejected and revived various forms. Notable distinctions between British and American practice will be examined.

This study is intended to widen awareness of both historical context and the significance of formal choices, and will be combined with a poetry-writing workshop, which will draw upon matters discussed in the analytical section. Each student will be expected to work towards producing a collection of verse. Students must submit a sample of 5-10 pages of poetry to the English Department Office by September 3.

Limited enrollment. First semester. Visiting British Council Fellow-in-Writing Maxwell.

**25s. Non-Fiction Writing.** The topic varies from year to year. In spring 1997 we will study writers' renderings of the following: their own experiences (memoirs), their encounters with others (interviews), and their analyses of society and its institutions (cultural criticism). Workshop format, with discussion of mostly modern American examples and of students' experiments in the genre. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Second semester. Professor Townsend.

**26f. Fiction Writing I.** A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format. Students must submit samples of writing to the English office. Two class hours per week plus conferences.

Limited enrollment. First semester. Visiting Writer Bernard.

**27. Writing, Writers, and Society.** Students will have already written a substantial body of work and will either be considering, or actually engaged upon,

a Senior Creative Writing project. Weekly workshops will examine different ways in which each student might re-approach his or her writing. In addition, each student will produce a major paper on a contemporary author, looking at both the author's work and his or her life. The course will examine the role of the writer in society, the effect of the media on a writer's development, and the industry of publishing. Students should submit samples of their writing to the English office. One two-hour class meeting per week.

Requisite: Completion of a previous course in writing. Open to Juniors and Seniors. Limited enrollment. First semester. Writer-in-Residence Phillips.

**28. Fiction Writing II.** An advanced level fiction class. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: Completion of a previous course in creative writing. Limited enrollment. Second semester. Omitted 1996-97. Visiting Writer Bernard.

**30f. Chaucer: An Introduction.** The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. We will read *The Parliament of Fowls*, *Troilus and Criseyde*, and some shorter poems. English 30f prepares students for English 31 or English 75s, section 1, on *The Canterbury Tales*. Three class hours per week.

First semester. Professor Chickering.

**31s. Chaucer: *The Canterbury Tales*.** This year, see English 75s, section 1. A study of Chaucer's poetic achievements in the short narrative form collected within a single frame. Some attention to the fourteenth-century social and literary contexts of Chaucer's mature style, and to recent critical and theoretical approaches to it. Close reading, with emphasis on the hearing of tone and the recognition of myth and genre in language. The first few weeks' work will include a review of Middle English.

Requisite: English 30 or a reading knowledge of Middle English. Second semester. Omitted 1996-97. Professor Cody.

**33. Sixteenth-Century English Literature.** An introduction to poetry and drama by the major writers from Thomas Wyatt to John Donne, including Philip Sidney, Edmund Spenser, Walter Raleigh, Thomas Kyd (*The Spanish Tragedy*), Christopher Marlowe (*Dr. Faustus*), William Shakespeare (*A Midsummer Night's Dream*, *1 King Henry IV*, *Hamlet*), Ben Jonson, and John Webster (*The Duchess of Malfi*). Prose works by Thomas More (*Utopia*), Erasmus (*Praise of Folly*), Castiglione (*The Courtier*), Machiavelli (*The Prince*) will be read in translation. Topics such as mythology, wit, court life, political satire, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches. Frequent writing.

First semester. Professor Cody.

**35. Shakespeare.** Readings and discussion of selected comedies and tragedies. The plays read will include, among others, *A Midsummer Night's Dream*, *Much Ado About Nothing*, *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *The Tempest*. Three class hours per week.

First semester. Omitted 1996-97. Professor Sofield.



**36. Shakespeare.** Readings and discussions of selected comedies and tragedies with emphasis on their power and beauty as poetic dramas. Three class hours per week.

Limited to 50 students. Second semester. Professor Pritchard.

**37s. Seventeenth-Century English Literature.** An introduction to poetry, drama, prose by the major writers from Ben Jonson to John Dryden, including John Donne, Robert Herrick, George Herbert, Andrew Marvell, John Milton, with reference wherever relevant to the poetry and drama of William Shakespeare (*Macbeth*, *Antony and Cleopatra*, *The Tempest*). Prose works by Francis Bacon, Thomas Hobbes, John Bunyan, John Locke will be read in excerpts. Topics such as satiric comedy (*Volpone*), "metaphysical" lyric, the new philosophy, monarchy and puritanism, the rise of English prose style, pastoralism, epic (*Paradise Lost*) and mock epic (*Absalom and Achitophel*) will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Second semester. Professor Cody.

**38f. Major English Writers I.** Focus is on six writers from the seventeenth and eighteenth century: Ben Jonson, Milton, Dryden, Pope, Swift, Samuel Johnson. Some attention to other figures in the Norton Anthology. What pleasures and instruction do these writers offer a reader in the 1990s? (Students wishing to take this course as fulfilling the English 75 requirement for majors should speak to the instructor.)

First semester. Omitted 1996-97. Professor Pritchard.

**39s. Major English Writers II.** Readings in poets and prose writers from the nineteenth century: Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, Carlyle, Mill, Newman, Arnold, Tennyson, Browning. What sorts of pleasure and instruction do these writers afford a reader in the 1990s? Three class hours per week.

Second semester. Omitted 1996-97. Professor Pritchard.

**40. The Eighteenth-Century English Novel.** Exploring the relations between aesthetic experience and socioeconomic phenomena, this course examines the rise of the novel in England in the context of the rise of capitalism. Topics of discussion will include the novels' conceptions of subjectivity, the representation of female experience, the role of servants in the imaginary worlds of novels by ruling-class authors, and the early novel's affinity for and relation to criminality. Novels by Defoe, Richardson, Fielding, Sterne, Smollett, Burney, and Edgeworth.

Second semester. Omitted 1996-97. Professor Frank.

**41s. The Politics of the Gothic in the English Novel.** Taking "the gothic" to mean that moment when human subjectivity is formed under the pressure of being looked at, this course considers the structural and ideological role of the gothic in eighteenth- and nineteenth-century English fiction about marriage. We will study such genres as the sentimental, gothic, and realist novel, with particular attention paid to representations of France and Italy, and to the formation of class, gender, and sexuality. Novels include Sterne, *A Sentimental Journey*, Radcliffe, *The Italian*, Austen, *Northanger Abbey*, Shelley, *Frankenstein*, Charlotte Brontë, *Villette*, Collins, *The Woman in White*, and Henry James, *The American*. Two class meetings per week.

Second semester. Omitted 1996-97. Professor Frank.

**42. Nineteenth-Century English Fiction.** To be taught in 1996-97 as English 75s, section 2. See English 75s, section 2, for description.

Second semester. Professor Parker.

**43. Modern English Literature.** Readings in twentieth-century English writers such as Bernard Shaw, Joseph Conrad, D.H. Lawrence, Virginia Woolf, Wyndham Lewis, Ford Madox Ford, Evelyn Waugh, W.H. Auden, George Orwell, Ivy Compton-Burnett, Anthony Powell, Kingsley Amis. Three class hours per week.

Not open to Freshmen. First semester. Professor Pritchard.

**44. Literary History of the Great War 1914-1918.** The war considered from the English-speaking point of view as a subject of memoir, fiction, and poetry. The approach taken is biographical, studying the lives and war experience of selected English and American writers: Vera Brittain, Charles Carrington, Eleanor Farjeon, Robert Graves, Ernest Hemingway, D.H. Lawrence, Frederic Manning, Wilfred Owen, Isaac Rosenberg, Siegfried Sassoon, Edward Thomas, Rebecca West, Virginia Woolf, and others. Some reference to contemporary writers in the modern movement: Pound, Eliot, Gertrude Stein; and to the way the war has been written about from the historical and literary critical points of view: Fussell, Keegan, Orwell, Taylor, Trevelyan, and Woodward.

Second semester. Professor Cody.

**45s. Modern British and American Poetry, 1900-1950.** Readings and discussions of five major figures: Hardy, Yeats, Eliot, Frost, and Wallace Stevens. Some attention to Pound, A.E. Housman, Edward Thomas, William Carlos Williams, and Hart Crane. Three class hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Pritchard.

**46f. Poetry in English After World War II.** Readings and discussion. The syllabus will include Bishop, Lowell, Jarrell, Wilbur, Larkin, Hecht, Merrill, Hill, Clampitt, Walcott, Heaney, and others. Two class meetings per week.

First semester. Professor Sofield.

**47s. Modern Satiric Fiction.** Readings from various English and American novelists of this century, with emphasis on their comic and satiric techniques. English writers such as Waugh, Wyndham Lewis, Anthony Powell, Ivy Compton-Burnett, Kingsley Amis, Elizabeth Taylor; American writers such as Bellows, Updike, Roth, Robert Stone, Bobbie Ann Mason, Nicholson Baker. Three class hours per week.

Second semester. Omitted 1996-97. Professor Pritchard.

**48f. Women Writers and the English Novel.** The topic varies from year to year. The topic for 1995-96 was the fiction of Frances Burney, Maria Edgeworth, and Jane Austen. The approximately fifty years from the publication of Burney's *Evelina* (1778) to Edgeworth's *Helen* (1834) constitute, arguably, the least theorized period in the history of the English novel—an irony, given that this was also a period in which writers were theorizing the eighteenth-century English novel, refiguring it as “high art” rather than the “low” genre it had been considered till then. “Jane Austen” is a pivotal figure in our contemporary attempt to create canons, read as the exceptional woman novelist, and variously as the culmination of the eighteenth-century novel and the origin of the nineteenth. This course will focus on the novels of Austen as well as those of two women writers whose influence in their own time was unequivocal but whose subsequent critical histories have been mixed. We will read these novels in the context of such historical forces as the rise of the middle class, the creation of the “domestic woman,” the French Revolution, the reorganization of labor practices, colonial exploration, slavery and abolition. We will also use our

readings of the novels as a basis for an extended meditation on the formation of literary canons. This is an advanced course pitched for students who have had some experience studying the eighteenth- or nineteenth-century English novel.

Preference given to Juniors and Seniors. First semester. Omitted 1996-97. Professor Frank.

**49s. The Mode of Romance.** A study of the literature of desire. Attention will center on the special status of the themes of love and adventure in Western fiction, on the relation between these themes, and on the narrative forms in which they occur. A wide range of texts from medieval lyric and chivalric fiction to soap opera and the movies, together with some theoretical writing. Three class hours per week.

Not open to Freshmen. Second semester. Omitted 1996-97. Professor Cameron.

**51. Science Fiction.** (Also Women's and Gender Studies 51.) Surveying a range of classic and contemporary texts in the genre of science fiction, this course will explore the relation between the politics of world-making and the technologies of literary representation. Special attention will be accorded to questions of gender, race, class, sexuality and nation as these affect the construction of fictional worlds.

First semester. Omitted 1996-97. Professors Barale and Parker.

**53s. The Literature of Madness.** A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended “confessional” narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an “abnormal” voice and to experiment with a “mad monologue.” The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Requisite: Several previous courses in literature and/or psychology. Second semester. Omitted 1996-97. Professor Peterson.

**54f. “The Linguistic Turn”: Language, Literature and Philosophy.** A first course in literary theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this course is less an introduction to linguistics per se than a more general meditation on some of the reasons why language has attracted the intense fascination of a growing number of disciplinary practices.

First semester. Omitted 1996-97. Professor Parker.

**55. Perceptions of Childhood in African and Caribbean Literature.** (Also Black Studies 29.) “One is not born a woman: one becomes a woman.” One also becomes a man and the same process may be observed in the formation of ethnic, class or religious identities. This course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. The authors' various methods of ordering experience through the choice of literary form and narrative technique will be examined, as well as the child/author's perception of his or her society. Readings are taken from Camara Laye, Wole Soyinka, Ellen Kuzwayo, Derek Walcott and Simone

Schwarz-Bart among others. French texts will be read in translation. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

**56f. Shakespeare's Stage Geography.** (Also Theater and Dance 85.) See Theater and Dance 85 for description.

First semester. Omitted 1996-97. Professor Katz and Resident Artist Lobdell.

**57s. Issues of Gender in African Literature.** (Also Black Studies 44.) To be taught in 1996-97 as English 75s, section 3. See English 75s, section 3, for description.

Not open to Freshmen. Combined enrollment limited to 25 students. Second semester. Professor Cobham-Sander.

**59s. Studies in the Literature of Sexuality.** (Also Women's and Gender Studies 59s.) The course aims to introduce students to contemporary discourse concerning the literature of sexuality. The topic varies from year to year. The topic for spring 1997 will be: "Queer Fictions: Texts from the Turn of the Century." The period 1885-1920 appears to have been a defining moment in the history of sexuality in the West. A proliferating representation of sexual practices and identities, particularly around concepts of the normal and the perverse, had begun to center the discourse of erotic life, finding rich and complex (if commonly veiled and coded) articulation in the fictions of literary modernism. The course will take advantage of recent historical and theoretical work to approach writing by Whitman, Melville, Henry James, R.L. Stevenson, Wilde, Bram Stoker, E.M. Forster, Willa Cather, Gertrude Stein, Mann, Gide, Proust, others. Some attention will be paid to Sigmund Freud whose work is the queerest fiction of all. Three class hours per week.

Not open to Freshmen. Second semester. Professor Cameron.

**60f. Native American Expressive Traditions.** To be taught in 1996-97 as English 75, section 1. See English 75, section 1, for description.

First semester. Professor O'Connell.

**61s. Studies in American Literature.** The topic varies from year to year.

Second semester. Omitted 1996-97.

**62f. Studies in Nineteenth-Century American Literature.** This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States.

AMERICAN LITERATURE IN THE AGE OF DEMOCRACY. American literature has commonly been seen as coming of age at the same time as the United States sought to become truly democratic in the years between 1820 and 1865. Yet there was little precedent for, or agreement on, what democracy entailed. Slavery, the denial of women's rights, the ongoing efforts to destroy Native American cultures and confiscate their lands, and imperial projects like the Mexican War more than cast doubt on the democratic project. Writers like Emerson, Thoreau, Melville, Harriet Beecher Stowe, Hawthorne, Frederick Douglass, and Whitman created works forged in these struggles and engaged in imagining what a fully democratic society might be and require. Their attempts to invent new literary forms were integral to their explorations. Among the readings for the course will be De

Tocqueville, *Democracy in America*, Whitman, *Democratic Vistas* and *Leaves of Grass*, Emerson's essays, William Apess, *A Son of the Forest*, Melville, *Moby Dick*, Douglass, *Narrative of the Life of an American Slave*, Stowe, *Uncle Tom's Cabin*, and others.

Not open to Freshmen except with consent of the instructor. First semester. Professor O'Connell.

**63. American Renaissance.** A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, Dickinson, and James. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1996-97. Professor Guttman.

**64. Realism and Modernism.** A study of the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century, with special attention to changing conceptions and renderings of racial and sexual differences. Readings from the work of Howells, James, Twain, Crane, Dreiser, Norris, Chopin, Stein, Hemingway, Toomer, Faulkner, and Larsen. Three class hours per week.

Second semester. Professor Townsend.

**65. African American Literature: A Survey.** The course examines the development of African American literary traditions from the eighteenth through the twentieth century. Slave narratives, sermons and songs, short stories and novels, autobiography, polemic, and speeches will be among the forms studied. The grounding of all of African American literature in a world of oral storytelling, preaching, music, and talk will receive particular attention. Writers included are Olaudah Equiano, Phyllis Wheatley, Frederick Douglass, Martin Delaney, Charles Chesnut, Frances Harper, James Weldon Johnson, W.E.B. Du Bois, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, and Toni Morrison. Three class hours per week.

First semester. Omitted 1996-97. Professor O'Connell.

**66. African American Folklore.** This course will focus on African American folklore in a variety of genres and forms of presentation. We will study folklore from rural and urban black communities and analyze the connections between the two. We will concentrate on folk narratives (especially animal tales, the John and Old Marster cycle of tales, and preacher tales); folksongs (spirituals, blues); the dozens; toasts; jokes and humor; family folklore; and the literary transformation of folk materials. We will give special attention to the storytelling context, to performance techniques in the secular and sacred realms of African American life, and to the arenas of competition that often give rise to the creation and perpetuation of folk materials.

Second semester. Professor Johnson.

**67s. Literature of the Civil Rights Movement.** A reading of the literary and political strategies represented by Booker T. Washington's *Up From Slavery*, W.E.B. Du Bois' *The Souls of Black Folk*, Richard Wright's *Native Son*, and Ralph

Ellison's *Invisible Man*; direct and indirect treatment of the movement in works by Baldwin, Brooks, Hansberry, Jones/Baraka, and Malcolm X; and the retrospective view of Alice Walker's *Meridian*. Three class hours per week.

Second semester. Omitted 1996-97. Professor Townsend.

**68. Jewish Writers in America.** An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. The diversity among Jewish writers will also be explored. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Tillie Olsen. One two-hour meeting per week.

Not open to Freshmen. Limited to 20 students. Second semester. Professor Guttman.

**69. American Men's Lives.** A study of what it is and what it has been to be a man in America, of the ways men have imagined, defined, presented themselves as men (and the ways "others" are therefore envisioned) in autobiographical works and fictions by Wister, Whitman, Melville, James, Baldwin, Hemingway, Lowell, and Mailer, and films by Wyler and Scorsese.

Not open to Freshmen except with consent of the instructor. First semester. Professor Townsend.

**70. African American Autobiographies.** (Also Black Studies 26.) See Black Studies 26 for description.

Second semester. Professor Rushing.

**71s. Readings in American Literature.** The topic varies from year to year. In 1995-96 the topic was the poetry of Emily Dickinson. "Tell all the Truth—But tell it slant" she advised, and this course attends to both truth and slant, by exploring how Dickinson's poems distill and disguise her social world. We especially heed issues of sexuality and gender, death and divinity, authorship and the limits of knowing and saying. In order to grasp what Dickinson's poems express and what they refuse to name we compare her work with that of some of her contemporaries, including Fanny Fern, Nathaniel Hawthorne, Harriet Jacobs, Helen Hunt Jackson, Edgar Allen Poe, Walt Whitman, Zitkala-Sa and Harriet Wilson. Two class meetings per week.

Second semester. Omitted 1996-97. Professor Sánchez-Eppler.

**72. Southern Literature.** This course will examine how African American and European American writers represent the south as a geographic, psychological, social, and gendered space. We will pay special attention to how race, class, gender, and sexual identity impact literary representations of the southern experience. While novels, short stories, and film will serve as primary texts, we will also read critical essays and historical documents to enhance our understanding of southern life and culture. We may read works by Eudora Welty, Flannery O'Connor, William Faulkner, Kate Chopin, Pete Dexter, Ellen Gilchrist, Ernest Gaines, Langston Hughes, Zora Neale Hurston, Richard Wright, Maya Angelou, Alice Walker, and others.

Not open to Freshmen. Limited to 15 students. Second semester. Professor Johnson.

**73s. "This New Yet Unapproachable America": Contemporary Literature by Asian Americans.** The phrase is Emerson's and it speaks as fully now as when he wrote it to the constant remaking of American culture by the coming together in this country of many different peoples. The focus of the course will be on the extensive and diverse body of writing produced by "Asian

Americans." The very name "Asian American," in its inadequacy, suggests something of the "unapproachable," for it gathers under one heading writers and cultures with very different histories. So we will begin to look at writers from a few of the many different Asian cultures in the United States. Among the questions guiding the inquiry: Does this writing simply represent the latest in a succession of writers from relatively "new" ethnic groups? Are there commonalities of experience joining otherwise very different ethnic cultures in the United States? Are there substantially new uses of language and invented forms evident in any of the writing?

Not open to Freshmen. Recommended: English 61. Second semester. Professor O'Connell.

**74f. Performance of African American Literature.** This course will explore the African American novel as both a literary and a cultural text. Reading these novels as literary texts, we will discuss narrative structure, plot construction, literal and figurative language, and closure. Reading them as cultural texts, we will discuss historical (political and social) dynamics of these novels as they reflect the African American experience.

Through solo, duo, and group performances we will also examine how all of these elements may be understood more meaningfully if we shift the emphasis from the author/reader relationship to that of performer/audience. Novels by Toni Morrison, Zora Neale Hurston, Ernest Gaines, Randal Kenan, James Baldwin, and others.

Not open to Freshmen. Limited to 20 students. First semester. Professor Johnson.

**75. Seminar in English Studies.** Four sections will be offered in the first semester, 1996-97.

1. **NATIVE AMERICAN EXPRESSIVE TRADITIONS.** The course is intended as an introduction to the verbal artifacts in the expressive traditions of several native North American cultures. In 1996-97 the course will survey selected American Indian writing from 1780 to the present. It will examine a number of different forms—poetry, sermons, autobiographies, novels, and polemical essays beginning with Samson Occom in the eighteenth century to Gerald Vizenor, Louise Erdrich, Louis Owens, and others in the late twentieth century. The emphasis will be on the development of a body of written literature though we will, throughout, pay close attention to its many roots in the oral.

Professor O'Connell.

2. **BRITISH FICTION: COLONIALISM, CLASS, AND REPRESENTATION.** A study of fiction, in both the novel and film, which seeks to rigorously re-examine the twin conceits of class and empire upon which British identity is built. Texts to be read include works by Ishiguro, McEwan, Hollinghurst, and Swift. There will be a particular focus on the Irish writers, Bernard McLaverty, William Trevor, and Brian Friel, and an examination of how "outsiders" such as E.M. Forster and Ruth Praver Jhabvala have viewed India. The work of film directors/writers such as Mike Leigh and David Lean will also be examined. One class meeting per week. Two class hours per week plus screenings.

Professor Phillips.

3. **THE SONNET.** The structures, meanings, and possibilities of the sonnet form. We will read our way through the history of the sonnet, from its Ital-

ian origins to the present day. The sonnets of Shakespeare, Sidney, Spenser, Donne, Milton will be studied, up through the contemporary versions of the form found in such writers as Larkin, Frost, Berryman, Bishop, Lowell. For serious students of poetry, both writers and critics.

Visiting Writer Bernard.

4. CREATING A SELF: BLACK WOMEN'S TESTIMONIES, MEMOIRS AND AUTOBIOGRAPHIES. (Also Black Studies 27.) Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica), Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria), and Nafissatou Diallo (Senegal).

Professor Rushing.

75s. **Seminar in English Studies.** Four sections will be offered in the second semester, 1996-97.

1. CHAUCER THE POET. A study of poetic problems in *The Canterbury Tales* and their relation to current issues in literary theory and to feminist and deconstructive approaches. The first weeks will include a review of Middle English.

Requisite: English 30 or a reading knowledge of Middle English. Professor Chickering.

2. NINETEENTH-CENTURY ENGLISH FICTION. A selection of mid-nineteenth-century English novels approached from a variety of critical, historical, and theoretical perspectives. One three-hour seminar meeting each week.

Professor Parker.

3. ISSUES OF GENDER IN AFRICAN LITERATURE. (Also Black Studies 44.) This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from among more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Professor Cobham-Sander.

4. JUSTIFYING THE MARGIN: THE LITERATURE OF "SOUL." This course compares and contrasts the creative responses of Russians and African Americans to Western standards of literacy that threatened to marginalize or erase the historic voices of an ethnic culture. In both instances, the cultural construction of an alternative literacy involved a definition of "soul" and a rhetoric based on "double consciousness." After examining the



emergence of cultural nationalism among nineteenth-century Russian and African-American thinkers, we shall analyze specific attempts to characterize a cultural "essence" through the canonization of selected writings. Readings will include primary literary texts and secondary readings of them by influential cultural critics. We shall focus on critical responses to writings of Pushkin, Turgenev, Dostoevsky, Solzhenitsyn, Alain Locke, Richard Wright, and Zora Neale Hurston, paying particular attention to the construction of an ethnic discourse in the theoretical work of W.E.B. Du Bois and Mikhail Bakhtin. The course concludes with a critical analysis of contemporary discussions of the "essence" of African-American and Russian cultural expression.

Professor Peterson.

**76f. Old English and *Beowulf*.** This course has as its first goal the rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poems, such as *The Wanderer* and *The Battle of Maldon*, will be read in the original, with emphasis on literary appreciation as well as linguistic analysis. After that, our objectives will be an appreciation of *Beowulf* in the original, through the use of the instructor's dual-language edition, and an understanding of the major issues in interpreting the poem. Students will declaim verses and write short critical papers. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Professor Chickering.

**79s. African Voices: Modern African Literature.** This course focuses on fiction. After a brief examination of sub-Saharan African oral story-telling traditions, we will do close readings—paying as much attention to how the fiction is written as to what it is written about—of novels by such writers as: Armah and Aidoo (Ghana); Ngugi (Kenya); Sembene (Senegal); Farah (Somalia); Achebe, Emecheta, Alkali, Okri (Nigeria); Head (Botswana); and Dangarembga (Zimbabwe).

Not open to Freshmen. Second semester. Omitted 1996-97. Professor Rushing.

**80f. Studies in Classic American Film.** Historical, theoretical and critical study of the Hollywood (sound) film as produced during the studio era, mainly the 1930s, '40s, and '50s. The course will not attempt to survey all the major films and features of this enormous body of work, but will center, selectively and analytically and varying from year to year, on certain genres (e.g., romantic comedy, the woman's picture and family melodrama, the musical, the western, the horror film, *film noir*, etc.) and on the work of certain strong directors (e.g., Hitchcock, Ford, Hawks, Lang, Welles, Sirk, Kazan, etc.) and other specific topics. Attention will be paid to analysis of the underlying codes, conventions and practices that mark this body of film as well as to critical appreciation of the cinematic achievement of the films as individual works. Three hours (two meetings) per week plus (usually) two screenings per week.

First semester. Professor Cameron.

**81. *Film Noir* and the Art of Hollywood Film.** An introduction to film study using the genre of *film noir* as a point of focus. *The Maltese Falcon* (1941), *Shadow of a Doubt* (1943), *Woman in the Window* (1944), *Double Indemnity* (1944), *Mildred Pierce* (1945), *The Killers* (1946), *The Big Sleep* (1946), *Out of the Past* (1947) are all *films noirs*. These and other films of the 1940s and 1950s will be studied in relation to some of the chief concerns of contemporary criticism: the literary sources of the screenplays (Hammett, Cain, Hemingway, Chandler, Greene, *et al.*); the studio method of production in Hollywood (casting, *mise en scène*, lighting and cam-

era work, editing, location shooting, the coming of color and the wide screen; the *auteur* theory of directors' styles (Huston, Wilder, Curtiz, Siodmak, Hawks, Tourneur) and the structuralist theory of genre; the anticipations and aftermath of *film noir*, its international history (Lang, *M, Fury*, Hitchcock, *The 39 Steps*, Welles, *Citizen Kane*, Reed, *The Third Man*, Melville, Wenders); the feminist and psychoanalytical perspectives on gender imagery ("patriarchal discourse," *femmes fatales*, etc.). Some reference to other Hollywood genres of the 1930s and 1940s and after—the gangster story and the screwball comedy, women's melodrama. Some reference to the current cycle of American *neo-film noir* (*Chinatown*, *Klute*, *Body Heat*, *Hammett*). Students beginning their study of film will be referred to relevant parts of the grammar of film language in a primer such as Bordwell and Thompson's *Film Art*. Frequent short papers. Three class hours per week plus two weekly screenings.

First semester. Omitted 1996-97. Professor Cody.

**83. The Non-Fiction Film.** Introduction to a range of non-fiction films, including, but not limited to, "documentary," autobiographical film, the personal film, in English or subtitled. Will include work of Eisenstein, Vertov, Ivens, Franju, Riefenstahl, Buñuel, Ophuls, Marker, Leacock, Pennebaker, Koppel, Chopra, Apted, Morris, Burns, McElwee, Riggs. Two film programs weekly. Reading will focus on questions of representation, of "truth" in documentary, and the ethical issues raised by the films. Frequent writing.

Limited to 25 students. First semester. Lecturer von Schmidt.

**84. Topics in Film Study.** The topic varies from year to year. In 1995-96 the topic was: "Film Theory and Criticism." Topics in classic and contemporary film theory and criticism are brought to bear upon careful study of a few selected films in the hope that the verbal commentary and the films will provoke, question, and illuminate each other.

Requisite: A course in film study, in literary or critical theory, or consent of the instructor. Second semester. Omitted 1996-97. Professor Cameron.

**85. Reading Proust.** Reading and discussion, in English, of significant portions of *Remembrance of Things Past* [*A la Recherche du temps perdu*]. Particular attention will be paid to the interlocking themes of selfhood, desire, love, and identity. Three class hours per week.

Open to Juniors and Seniors; others with consent of the instructor. First semester. Omitted 1996-97. Professor Cameron.

**86f. James Joyce.** Readings in *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and some portions of *Finnegans Wake*. Two class meetings per week.

Not open to Freshmen. First semester. Professor Cameron.

**87, 87s. Senior Tutorial.** Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors who wish to pursue a self-defined project in reading and writing. Admission is by consent of the Department. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their Senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

First semester.

**88f, 88. Senior Tutorial.** A continuation, where appropriate, of English 87. Those students intending to continue independent work are required to submit to the Department, no later than the beginning of their second senior semester, a five-page prospectus describing in detail the shape of their intended project.

Admission is by consent of the Department. Second semester.

**D87, D88. Senior Tutorial.** This form of the regular course in independent work for Seniors will be approved only in exceptional circumstances.

First and second semesters.

**89. Studies in the Moving Image I.** An introductory course in the theory and practice of film and video production. During the semester we will explore the historical, theoretical, and critical contexts that inform independent film and video production today, and produce individual and collaborative projects, primarily in video. We will pay particular attention to the work of independent producers and to the contributions of contemporary criticism, and consider the field of the moving sound and image as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Hours to be arranged. Screening period to be arranged.

Admission with consent of the instructor. Limited to 15 students. First semester. Omitted 1996-97. Five College Professor Cowie.

**90. Studies in the Moving Image II.** This course is designed for students who would like to continue working in video, film or computer imaging technologies within a humanities context. Students will be expected to develop and produce their own work, as independent projects, while participating in a series of readings and screenings exploring issues of representation in contemporary art and culture. Class meetings will be devoted to screenings, discussions and workshops. Some prior production experience is required. One four and one-half hour class per week.

Admission with consent of the instructor. Limited to 16 students. Second semester. Omitted 1996-97. Five College Professor Cowie.

**91. Black Gay Fiction.** (Also Women's and Gender Studies 29.) This course will examine fictional and non-fictional texts of gay and lesbian black writers in the United States. We will pay close attention to identity politics and how they are articulated in these texts. In addition to examining these works, we will also read a number of theorists who offer "queer" readings of "canonical" texts. The course readings might include works by Essex Hemphill, Becky Birtha, April Sinclair, Audre Lorde, E. Lynn Harris, bell hooks, Larry Duplechan, Derek Scott, Bessie Smith, Marlon Riggs, Barbara Smith, James Baldwin, Cheryl Clark, Isaac Julien, and Kobena Mercer. Two class meetings per week.

Not open to Freshmen. Limited to 25 students. First semester. Professor Johnson.

**93s. Caribbean Literature: Home and Away.** (Also Black Studies 31s.) This introductory course examines representations of the complex connections between Caribbean nations like Antigua, Barbados, Grenada, Jamaica, and Trinidad and their former (and present) political, economic, and cultural colonizers: Canada, France, Great Britain, and the United States. We will do close readings of autobiographical memoirs, fiction, and poetry by such authors as George Lamming, Derek Walcott, Samuel Selvon, Michelle Cliff, and Jamaica Kincaid.

Second semester. Professor Rushing.

**94. The Grammar of English.** An examination of the structure and history of English grammar through descriptive and exemplary readings. Students will analyze both their own sentences and those of literary and non-literary texts, with special attention to relationships between syntax and style. Other topics will include philosophical theories of grammar, first language acquisition by children, gender differences in usage, ethnic and regional grammars, and the social uses of prescriptive grammar. Literary selections will be from such writers as Shakespeare, Pope, Johnson, Keats, Dickens, Dickinson, James, Hemingway, Faulkner, Joyce, Stein, Woolf, Cisneros, Baraka, Cleaver, and Morrison. Media and popular culture will also provide examples. Brief comparisons with the grammars of other languages.

Open to Juniors and Seniors. Requisites: One English course numbered 1 to 18 and one upper-level English course; exceptions by consent of the instructors. Second semester. Professors Barale and Chickering.

**97, 98. Special Topics.** Independent Reading Courses.

First and second semesters. The Department.

### RELATED COURSES

**Short Stories from the Black World.** See Black Studies 23.

First semester. Professor Rushing.

**Seminar on One Russian Writer: Vladimir Nabokov.** See Russian 25s.

Not open to Freshmen. Second semester. Professor Peterson.

**Topics in Feminist Theories II: Identifying Bodies.** See Women's and Gender Studies 24f.

Recommended requisite: Women's and Gender Studies 11 or 23 or the equivalent. Limited to 20 students. First semester. Professor Barale.

## EUROPEAN STUDIES

Advisory Committee: Professors Bezucha, Brandes, Caplan, Cheyette, Chickering, Doran, Griffiths, Hewitt, Machala, Maraniss, P. Marshall‡, Rabinowitz, Rosbottom (Chair), Sinos, Tiersky†, and White; Professor Emeritus Kennick; Associate Professors Barbezat\*, Hunt, Rockwell\*, Rogowski\*, and Stavans; Assistant Professors Courtright, Ferris†, Gentzler, and Staller‡.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

*Major Program.* The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcom-

\*On leave 1996-97.

†On leave first semester 1996-97.

‡On leave second semester 1996-97.

mittee of the Program. Of these six courses, two will be independent research and writing during the senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances a major will spend at least one semester of the junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with Departmental Honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges.

**11s. The Self in the World.** To understand the world, one must first know the "self": this idea has informed much European art and literature. This course studies fiction and poetry where the identity of the protagonist is a major theme; non-fictional, first-person narrative (that is, "autobiography"); and, self-portraiture in painting and sculpture. The purpose is to understand the role that identity—the sense of a distinct self—has played in European thought and art. We will study a wide range of authors and works, including Montaigne, Rousseau, Wordsworth, Joyce, and Stein, as well as such artists as Dürer, Rembrandt, van Gogh, and Picasso. Two class meetings per week.

Second semester. Professor Rosbottom.

**21. Readings in the European Tradition I.** Readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Odyssey*, readings in Sophocles and Plato, Vergil's *Aeneid*, readings in the Bible, Augustine's *Confessions*, some medieval epics and romances and Dante's *Divine Comedy*. Three class meetings per week.

Required for European Studies majors. First semester. Professor Doran.

**22. Readings in the European Tradition II.** Reading and discussion of works of literature that have contributed in important ways to the definition of the European imagination: Machiavelli's *The Prince*, Cervantes' *Don Quixote*, two plays of Shakespeare, Racine's *Phaedra*, Molière's *Tartuffe*, Descartes' *Discourse on Method*, Milton's *Paradise Lost*, Hume's *Dialogues Concerning Natural Religion*, Rousseau's *Discourse on the Origin of Inequality*, Voltaire's *Candide*, Goethe's *Faust I*, selected poems of Wordsworth, Marx's *Communist Manifesto*, J. S. Mill's *On Liberty*, Flaubert's *Madame Bovary*, Tolstoy's *War and Peace*, Freud's *Three Essays on the Theory of Sexuality*, and Thomas Mann's *Death in Venice*. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of Europe from the Renaissance to the twentieth century. Two class meetings per week.

Suggested requisite: European Studies 21. Required for European Studies majors. Limited to 25 students. Second semester. Professor Emeritus Kennick.

**24f. Poetic Translation.** This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic or Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Two class meetings per week.

Limited to 12 students. First semester. Professor Maraniss.

**25. Jewish Literature.** A survey of Jewish fiction from around the world in English translation. Special attention will be given to Yiddish writers from the nineteenth century (Mendele Mokher Sforim, Sholem Aleichem), Eastern European and Russian masters (Isaac Babel, Bruno Schulz, Danilo Kis), as well as contemporary American, Israeli, and Latin American authors. Themes to be discussed: Memory and exile, orthodoxy and secularism, nationalism and isolation. Two class meetings per week.

Limited to 25 students. First semester. Professor Stavans.

**26. The Myth of Europe.** The course will trace the origins and development of the ideal of a united Europe, from the Roman Empire to the present day. We will begin by examining important expressions of the European ideal in Antiquity and the Christian Middle Ages, and how Christian Europeans strove to distinguish themselves from the Muslims and the Jews. We will follow the many variants of the concept through the Humanist Renaissance, the Enlightenment, and Romanticism, as the holy society was succeeded by the sacralization of the individual. The nineteenth and twentieth centuries will show how the goal of unity came into increasingly severe conflict with the rise of modern nationalism, and how it was crippled and painfully resuscitated in the aftermath of the two World Wars. In the final portion of the course we will focus on the most recent efforts to shape a unified Europe. Our study will be cross-disciplinary in approach, exploring the notion of unity through soundings in the literature, the arts, and the ideologies that Europe has produced. Three hours of discussion per week, with occasional writing assignments and in-class presentations.

Second semester. Omitted 1996-97. Professors Doran and White.

**28. Political and Cultural Crises of Modern Europe.** (Also Political Science 29s.) Modern European history since the French Revolution is, on the one hand, a story of national *grandeur*, economic development, progressive politics, and cultural dynamism. But it is also a record of great wars, of national and class egoism, religious and racial intolerance, and infamy—Imperialism, Colonialism, Totalitarianism and the Holocaust.

How have modern Europe's political theorists and intellectuals explained such dualities of thought and action? Are there lessons of universal value in what Europeans did and said? Or was modern Europe, once the center of the world system, unique? Do Europe's old demons still, even in the age of European integration, threaten the continent's development?

The course will draw on an eclectic menu of modern and contemporary European sources, including Tocqueville; Marx; Michelet and Ernest Renan; J.A. Hobson; Lenin; Heine; Heinrich and Thomas Mann; Hitler; Simone Weil; Hannah Arendt; de Gaulle; Churchill; Simone de Beauvoir; Jean Monnet; Fanon; Sartre; Luigi Barzini; Solzhenitzn; the Kundera-Brodsky debate; Margaret Thatcher; Vaclav Havel, and others. A few films will also be shown. Two class meetings per week.

Second semester. Professor Tiersky.

77, D77, 78, D78. Senior Departmental Honors.

97, 98. Special Topics.

### RELATED COURSES

For related courses see especially the offerings in European areas in the Departments of Classics, Economics, English, Fine Arts, French, German, Hispanic Language and Cultures, History (under the heading EUROPE), Music, Philosophy, Political Science, and Religion.

## FINE ARTS

Professors Abiodun, Clark, Morse\*, R. Sweeney‡, and Upton (Chair); Assistant Professors Courtright, Kanwischer, Segar, Snauffer, and Staller‡, Visiting Lecturers Gloman and Mason.

*Major Program.* The Fine Arts major offers the broadest possible means for developing a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through an integrated engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

*Course Requirements.* A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 1 and Fine Arts 2 are required. Majors who take Painting I, Sculpture I and Basic Drawing (Printmaking I can be substituted for Basic Drawing) will be exempt from Fine Arts 2. Fine Arts 8 and 9 are strongly recommended, though not required. Majors will complete their requirements by electing middle level, upper level, and seminar courses in Fine Arts. With departmental permission, they may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, *et al.*) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (*e.g.*, GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

\*On leave 1996-97.

‡On leave second semester 1996-97.

*Course Levels in the Department of Fine Arts.* The Fine Arts curriculum is designed to direct students through studio and history of art courses at increasing levels of complexity. Introductory level courses assume no previous experience. Middle level courses are more focused on specific issues, periods, or cultures. All upper level courses and seminars require a serious commitment to independent work.

*Departmental Honors Program.* Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

## INTRODUCTION TO THE FINE ARTS

Fine Arts 1 and 2 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

**1. History of Art.** An introduction to works of art (painting, sculpture and architecture) as the embodiment of human and cultural values from ancient civilizations to the present. This course will address various historical periods, monuments, artists and themes by way of contemplating the unique expression of meaning in visual, plastic and spatial form.

First semester. Professor Upton.

**2. Practice of Art.** An introduction to the formal issues of pictorial and sculptural construction. We will examine the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three-dimensional composition. A weekly lecture, the study of old and new masters' work, and exercises will constitute in-class work; there will be weekly out-of-class assignments. Two two-hour class periods per week. No prior studio experience required nor special talent expected.

Not open to students who have taken Fine Arts 4f or 4, 15, or 15s. Limited to 40 students. Second semester. Professor Segar.

**4f. Basic Drawing.** A fundamental representational drawing course concentrating on the human figure but including work with still-life, room interior, and landscape subjects to develop the student's skill and knowledge in the techniques and uses of drawing. Two three-hour meetings per week.

Students who have completed Fine Arts 4f cannot receive credit for Fine Arts 4. Each section limited to 20 students. First semester. Section 1: Professor Segar. Section 2: Professor Snauffer.

**4. Basic Drawing.** Same description as Fine Arts 4f.

Students who have completed Fine Arts 4 cannot receive credit for Fine Arts 4f. Second semester. Professor Kanwischer.

**8. Survey of African Art.** An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Second semester. Professor Abiodun.



**9. Survey of Asian Art.** A general introduction to the major monuments of South and East Asia focusing primarily on India, China, and Japan, but also including Southeast Asia and Korea. Through a study of the historical and religious context of works of architecture, sculpture and painting, the course will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart. Topics to be covered include the development of the Buddha image in India, Chinese landscape painting and Japanese woodblock prints. There will be field trips to look at works in major local collections.

First semester. Omitted 1996-97. Professor Morse.

#### PRACTICE OF ART: MIDDLE LEVEL STUDIO COURSES

**13. Printmaking I.** An introduction to intaglio (metal plate) printmaking that introduces the student to drypoint, engraving, and a variety of etching processes. Particular attention will be paid to the interrelationship between the repeatable nature of prints and the unique character of drawings and the notion of printmaking as an extension and codification of drawing procedures. Regular class discussions and critiques will be held.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 16 students. First semester. Professor Kanwischer.

**14f. Sculpture I.** An introduction to the principles and techniques of the art of three dimensions using both figurative and non-figurative subjects. A wide variety of materials and processes will be explored. Two three-hour class meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. First semester. Professor Segar.

**15s. Painting I.** A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. Second semester. Lecturer Gloman.

**17. Collaborative Printmaking.** This course is designed to introduce students to notions of shared artistic enterprise in a workshop environment. Students will examine a variety of collaborative print procedures both contemporary and historical. Using basic processes such as drypoint, etching, and woodcut, students will cooperate to produce both their own and jointly authored work. In weekly critiques and discussions we will also examine the collaborative procedures of other pictorial media and non-western visual cultures in an effort to expand and reconsider traditional notions regarding the authorship of prints, as well as pictures in general.

Requisite: Fine Arts 2 or 4f or 4. No previous experience with printmaking required. Limited to 16 students. First semester. Omitted 1996-97. Professor Kanwischer.

**18f. Photography I.** An introduction to the visual disciplines of photography. The basic elements of photographic technique will be taught as a means to explore formal issues of pictorial structure.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 12 students. First semester. Professor Snauffer.

**18. Photography I.** Same description as Fine Arts 18f.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 12 students. Second semester. Professor Snauffer.

## PRACTICE OF ART: UPPER LEVEL STUDIO COURSES

**22f. Drawing II.** A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

**24. Sculpture II.** A studio course which investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modelling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two three-hour class meetings per week.

Requisite: Fine Arts 14f or consent of the instructor. Limited to 12 students. Second semester. Professor Segar.

**26f. Painting II.** This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 15s or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

**27s. Printmaking II.** This course is an extension of intaglio processes introduced in Fine Arts 13, with the addition of more complex procedures such as multiple plate printing and color printing. Special emphasis will be placed upon the idea of layering and overlap as a graphic procedure central to printmaking and an important component in the creation of form in prints. Students will also be introduced to relief printing and monoprints. There will be weekly critiques and discussions.

Requisite: Fine Arts 13 or consent of the instructor. Limited to 16 students. Second semester. Professor Kanwischer.

**28. Photography II.** This course is for students with a basic knowledge of photography who wish to explore further concepts and techniques. A photographic investigation with an emphasis on content and subject matter will be developed through independent work and weekly critiques. In addition to traditional and contemporary readings, a number of films (*Alice in the Cities*, *Peeping Tom*, *Video-drome*) will be discussed. Students will be introduced to advanced black and white darkroom and camera skills. Two three hour class meetings per week. A manually operated camera is required.

Requisite: Photography I or consent of the instructor. Second semester. Professor Snauffer.

## HISTORY OF ART: WESTERN ART

**31s. "Romanesque" and "Gothic" Art.** A study of the monumental architecture of France during the twelfth and thirteenth centuries; with emphasis on the underlying values revealed in the structural form and the sculptural and decorative programs of selected sites, including St. Foi in Conques, Fontenay Abbey, Mont

St. Michel and the cathedrals of Notre Dame in Laon, Paris, Chartres, Amiens and Rheims; comparison with two literary masterpieces, the *Song of Roland* and *Tristan and Isolde*, will focus attention on the historical terms, "romanesque" and "gothic," by which this period has been identified. Upper level.

Second semester. Omitted 1996-97. Professor Upton.

**32. Art and Architecture from 300 to 1300 A.D.** This course traces the emergence and development of social, political and religious concerns as they are articulated in painting, sculpture and architecture from the fourth to the fifteenth century; including both the public grandeur of the basilicas of Constantine and the cathedrals of France, Germany and England as well as the private intimacy of the catacombs of Rome and individualized images in Books of Hours. Particular emphasis will be on the formal (e.g., visual, plastic and spatial) realization and perception of these concerns and the intellectual bias that underlies the traditional description of this period as "medieval." Middle level.

Second semester. Professor Upton.

**35s. Art and Architecture of Europe from 1400 to 1800.** This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the *oeuvre* of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands. Middle level.

Second semester. Omitted 1996-97. Professor Courtright.

**36f. Fifteenth and Sixteenth Century Art in Italy.** This course treats painting, sculpture, and architecture of the periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. Emphasis will be upon the way ideas concerning creativity, originality, and individuality are expressed in the form and content of art, how art conformed or conflicted with the societies and patrons that sponsored it, and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course will examine in depth selected works by artists such as Donatello, Leonardo, Michelangelo, Raphael, and Titian, and will analyze contemporary attitudes toward art of this period through study of primary sources. Upper level.

Requisite: One Fine Arts course or consent of the instructor. First semester. Professor Courtright.

**41s. Dutch and Flemish Painting.** A detailed examination of a series of masterpieces from Flanders and Holland, including works by Jan van Eyck, Roger van der Weyden, Hieronymous Bosch, Pieter Bruegel, Frans Hals, Jan Vermeer and Rembrandt van Rijn; with emphasis on pictorial and thematic interpretation. Upper level.

Requisite: One Fine Arts course or consent of the instructor. Second semester. Professor Upton.

**42. Baroque Art in Italy, France, Spain, and the Spanish Netherlands.** An examination of seventeenth-century painting, sculpture, and architecture in Southern Europe and the Catholic Netherlands, beginning with reform art produced after the religious upheavals of the sixteenth century and concluding with art pointing in the direction of the eighteenth century. In order to identify

ideas, expressed visually, that characterize this period in sufficient depth, the course, rather than taking the form of a survey, will treat selected urban commissions and works by major artists, including Caravaggio, Carracci, Bernini, Velazquez, Rubens, and Poussin, and will place them in their historical and intellectual contexts. Particular concerns are understanding the character of religious art, investigating the transformation of classicism, and observing the union of these trends in art created for emerging absolutist rulers. Upper level.

Requisite: One art course or consent of the instructor. Second semester. Omitted 1996-97. Professor Courtright.

**45. The Modern World.** This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from David, Monet and Picasso to Kahlo, Kiefer and beyond, we will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent secondary sources. Middle level.

First semester. Professor Staller.

**51s. Picasso.** This course will embark on an odyssey with Picasso, from his first extant drawings, made when he was nine, to his last harrowing self portrait, made in 1973, when he was 92 years old. We will explore his drawings, sculptures, paintings, prints, as well as his technical inventions, from *collage* to *assemblage* on down, as we travel with him from Málaga, where he was born, to the different social and visual cultures of La Coruña, Barcelona, Madrid, and on to Paris. Compelling in their own right, his extraordinary works become a vehicle for understanding the cascade of styles, movements and competing ideologies of the twentieth century at large. Upper level.

Requisite: One art course or consent of the instructor. Second semester. Omitted 1996-97. Professor Staller.

**54. American Art and Architecture, 1600 to Present.** Through study of the form, content, and context (and of the relationship among these categories) of selected works of American painting, architecture and sculpture, this course will probe changing American social and cultural values embodied in art from the seventeenth to the twentieth century. The course will treat individual artists as well as thematic issues. Readings will combine a survey of American art history with consideration of current interpretative strategies in American art criticism. Middle level.

Second semester. Professor Clark.

**56. American Painting and Sculpture to 1860.** This course considers selected American paintings and sculptures from the early colonial period to the eve of the Civil War. We will pay attention to the way artists adapted British and continental traditions to American circumstances, especially in relation to conceptions of national identity. The work of John Singleton Copley, members of the Peale family, William Sidney Mount, George Caleb Bingham, and Thomas Cole will frame our study. Readings will address current interpretative strategies in American art criticism. Upper level.

Requisite: Fine Arts 1 or 54, or consent of the instructor. Second semester. Omitted 1996-97. Professor Clark.

**57. American Painting 1860-1940.** This course considers selected American paintings in the period between the Civil War and World War II, with emphasis on their intertwining with a wider cultural, social and political environment. Individual artists (Winslow Homer, Thomas Eakins, J.A.M. Whistler, Georgia O'Keeffe, Charles Demuth, and Grant Wood) and groups (around Henri, Arensberg and Stieglitz) will frame our study. Readings will address current interpretative strategies in American art criticism. Upper Level.

Requisite: Fine Arts 1 or 54, or consent of the instructor. First semester. Omitted 1996-97. Professor Clark.

## HISTORY OF ART: ASIAN ART

(Also see Fine Arts 9.)

**60f. Arts of China.** An introduction to the arts of China focusing on the bronze vessels of the Shang and Chou dynasties, the Chinese transformation of the Buddha image, and the evolution of the landscape and figure painting traditions. The course will include many of the more recent archaeological discoveries on the mainland and will also attempt to place the monuments studied in the cultural context in which they were produced. Middle level.

First semester. Omitted 1996-97. Professor Morse.

**61s. Approaches to Chinese Painting.** A survey of the Chinese pictorial tradition from the Northern Sung to the Ch'ing dynasties focusing in particular on the development of the landscape idiom, but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York. Upper level.

Second semester. Omitted 1996-97. Professor Morse.

**63s. Arts of Japan.** A survey of the arts of Japan, focusing on the development of the pictorial and sculptural tradition from the fifth century A.D. to the late nineteenth century. Topics to be investigated include Buddhist painting, sculpture and architecture, narrative handscrolls, ink painting and the arts related to the Zen sect, and the diverse traditions of the Edo period, as well as woodblock prints. There will be field trips to look at works in museums and private collections in the region. Middle level.

Second semester. Omitted 1996-97. Professor Morse.

**66. Arts of Korea.** A survey of the major traditions of Korean art and the cultural context that shaped them. Starting with the prehistoric period and continuing to the end of the nineteenth century, this survey will focus in particular on the Buddhist architecture and sculpture of the Three Kingdoms and Unified Silla periods, Koguryo celadons and Choson Dynasty painting. Relevant artistic developments in China and Japan will also be considered to bring the distinctive traditions of the Korean peninsula into clearer focus. There will be field trips to look at collections of Korean art in the northeast. Middle level.

Second semester. Omitted 1996-97. Professor Morse.

**67s. Arts of India.** An introduction to the arts of the Indian subcontinent and their cultural and religious contexts from the third millennium B.C. to the present. Themes to be explored include the concept of human and divine form in Buddhist and Hindu sculpture, the development of the Hindu temple as symbolic architecture, the uses of narrative from early sculpture through Islamic-

period painting, and the impact of trade and colonialism on the visual arts. There will be field trips to look at museum collections of South Asian art in the region. Middle level.

Second semester. Lecturer Mason.

## HISTORY OF ART: AFRICAN ART

(Also see Fine Arts 8.)

**70f. African Art and the Diaspora.** The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans. Middle level.

First semester. Professor Abiodun.

**72. African Art and Western Culture.** The first half of the course will examine the ways in which African art is presented and represented in a variety of institutions and media of Western culture: art and ethnographic museums, exhibition catalogues, textbooks, scholarly journals, private collections and electronic resources. We shall explore the history and changing assumptions underlying interest in and the acquisition and presentation of African art over the past century. In the second half of the course students will examine the Maurer Collection of African art at the Mead Museum (over 200 objects), addressing questions of stylistic analysis and contextual use for understanding the significance of an artwork, the relationship between indigenous and western languages of aesthetic discourse, the distinction between artwork and ritual artifact, and principles determining the acquisition and presentation of objects in museum exhibitions, catalogues, and Online. Students will develop independent projects related to the preparation of an exhibition, an exhibition catalogue, and an Online electronic site for the Maurer collection. Upper level.

Requisite: One Fine Arts course or consent of the instructor. Limited to 20 students. Second semester. Professor Pemberton (Department of Religion).

## SPECIAL COURSES

**81. Looking at Pictures.** In this course we will primarily be concerned with addressing the manifold issues that arise from asking the question "What do you see?" when standing in front of a work of visual art. Emphasis will be upon looking at *actual* drawings, paintings, prints, and photographs, with special attention paid to the physical presence and material structure of visual art. One day a week will be spent at local collections and artists' studios, another will be spent in class discussing relevant background readings, predominantly texts on the act of making written by artists. Consideration will also be given to the day-to-day reality of art practice. What happens to pictures when they leave an artist's studio? How do galleries and museums work and who determines what is shown? What is the role of money and patronage in contemporary art? In this way, we will attempt to demystify what goes on in an artist's studio and see the making of visual images as a shared human enterprise.

Requisite: Fine Arts 2 or 4f or 4. Limited to 12 students. First semester. Professors Clark and Kanwischer.

**84f. Women and Art in Early Modern Europe.** (Also Women's and Gender Studies 6f.) See Women's and Gender Studies 6f for description.

First semester. Professor Courtright.

**85s. Art, Culture and Society in the Italian Renaissance.** (Also History 4.) See History 4 for description. Middle level.

Second semester. Omitted 1996-97. Professors Cheyette and Courtright.

**87s. To Paint a Modern Woman's Life.** (Also Women's and Gender Studies 7s.) See Women's and Gender Studies 7s for description.

Second semester. Omitted 1996-97. Professor Staller.

**89s. Eighteenth-Century Art in Europe.** An examination of eighteenth-century painting, sculpture, and architecture in France, England, Italy, Spain, and Central Europe. We will begin in 1685, at the height of the reign of the Sun King (Louis XIV), and will end in 1815 with Napoleon's defeat at Waterloo. This course will not be a survey, but rather will examine selected works, sites, and themes within their intellectual, social, political, religious, and literary contexts. Topics include the visual expression of absolutism (e.g., Versailles), representations of bourgeois morality, the landscape garden as a form of experience and knowledge, the aesthetic role of the theatrical, the birth of the public museum (e.g., the Louvre), and the creation of the modern city (e.g., Paris). Upper level.

Requisite: One Fine Arts course or consent of the instructor. Second semester. Professors Courtright and Rosbottom (Department of French).

## SEMINARS

**91. Topics in Fine Arts.** Two topics will be offered in the first semester 1996-97.

1. **LOOKING FOR REMBRANDT AND VERMEER.** What and where is the "art" of these two grand masters of Dutch painting? This seminar seeks to engage visually, thematically and conceptually the artistic achievements of Rembrandt van Rijn and Jan Vermeer by examining their paintings in the light of competing human values that we often encounter in our own lives, including the familiar tensions between the forces of unification and fragmentation or collective order and individual experience sometimes seen as the estrangement of science and the humanities. How, for example, might the pictorial realization of the relationship between public and private, sacred and profane or active and contemplative realities created by these artists of the seventeenth century actually inform our behavior? How might their human aspiration inspire us? By way of comparison with our response to the paintings themselves and the particular time, place and deliberate effort from which they emerged, we will examine the implications of two extraordinary exhibitions of both artists' work held in 1995 at the Metropolitan Museum of Art in New York and the National Gallery of Art in Washington D.C. in which an elusive and tentative vision of wholeness sought by these artists may have been unintentionally obscured by contemporary and increasingly fragmenting or polarizing expectations concerning art and understanding.

Requisite: One other Fine Arts course or consent of the instructor. Limited to 12 students. Professor Upton.

2. **ART AND THEORY NOW.** Art and theory, in the modern period, have often been inextricably intertwined. We will explore this intricate, often fruitful, dialogue from the Abstract Expressionist moment to our own time, reveling in a cornucopia of images and texts from a variety of angles. We will investigate a series of synchronic slices: Pollock's drip pictures with Rosen-

berg's rhetoric of "action painting," Olitski's color field paintings with Greenberg's ideology of "modernist painting," Foucault's critique of institutional power with Haacke's visual critiques, Derrida's linguistic turns with Holtzer's manipulated words-as-images, critical protestations about the "death of the author" with appropriation art, textual interrogations about the nature of sexuality and the body with contemporary visual explorations of the same questions. We will analyze certain theoretical texts in historical terms, reading Sartre before Rosenberg, Saussure before Derrida, to understand where the theoretical ideas came from and how they were transformed, whether enriched or amplified or reductively impoverished. We also will celebrate works by artists and writers who recalcitrantly refuse to enter into contemporary critical discourses but offer other vibrant possibilities. By looking closely at the images, originals whenever possible, we will reflect upon the multifarious ways in which words can engage images, always mindful of their unique properties, and the inevitable silences between them.

Requisite: One nineteenth- or twentieth-century Fine Arts course or consent of the instructor. Limited to 12 students. Professor Staller.

**92. Topics in Fine Arts.** Two topics will be offered in the second semester 1996-97.

1. **WINSLOW HOMER AND THOMAS EAKINS.** This course will explore the parallel careers of two late nineteenth-century American artists and the wide range of response their paintings have generated in recent analytical literature. We will focus on interpretive issues, especially those of race and gender, through close study of individual works of art in the many contexts in which these works were made and received.

Requisite: Fine Arts 11 or 54, or consent of the instructor. Limited to 12 students. Professor Clark.

2. **COURT, CITY AND COUNTRY.** This seminar treats the art and architecture of courts within their urban or rural fabric in Renaissance and Baroque Italy and France. Cities of particular importance are Florence, Rome and Paris; the ideal of retreat from civilization into the country is represented by royal and noble domiciles outside of those centers, such as Versailles. Topics include imagery of rule in painting, sculpture, architecture, and landscape gardens; the distinction between public and private realms in the city and country and its political meaning; and the expression of political and religious ideology through city planning. Special emphasis this spring is given to the developing imagery of women rulers in their residences during the sixteenth and seventeenth centuries.

Requisite: One Fine Arts course or consent of the instructor. Professor Courtright.

#### DEPARTMENTAL HONORS AND SPECIAL TOPICS

**77, D77, 78, D78. Senior Departmental Honors.** Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

**97, H97, 98, H98. Special Topics.** Full or half course.

First and second semesters. The Department.



## RELATED COURSES

**Myth, Ritual and Iconography in West Africa.** See Black Studies 42.  
Second semester. Professor Abiodun.

**Re-Imagining the Human in a Technological Age.** See Colloquium 28.  
Open to Juniors and Seniors. Limited to 30 students. Second semester. Omitted 1996-97. Professors Upton and Zajonc.

**Latin American Art.** See Hispanic Language and Cultures 25.  
First semester. Omitted 1996-97. Professor Stavans.

## FRENCH

Professors Caplan (Chair), de la Carrera, Hewitt, Rosbottom; Associate Professor Rockwell\*; Senior Lecturer Nawar; Visiting Assistant Professor Windish.

The objective of the French major is to learn about French culture directly through its language and principally by way of its literature. Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of French culture throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French. The Department also urges majors to spend a semester or a year studying in a French-speaking country.

The major in French provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training.

*Major Program.* The Department of French aims at flexibility and responds to the plans and interests of the major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major (both *rite* and Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings at Amherst College. All courses offered by the Department above French 3 (with the exception of French 8) may count for the major. The one rule of selection is that two of the eight courses submitted for the major must be chosen from offerings in French literature and culture before the nineteenth century. Comprehensive examinations must be completed no later than the seventh week of the second semester of the senior year.

*Departmental Honors Program.* In addition to the major program described above, a candidate for Departmental Honors may write a thesis. Students planning to write a thesis should submit a proposal *during the first week of their senior year*. Oral examinations on the thesis will be scheduled in the late spring. Candidates will normally elect 77 and 78 in their senior year.

\*On leave 1996-97.

*Foreign Study.* A program of study approved by the Department for a junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

*Exchange Fellowships.* Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

*Placement in French language courses.* See individual course descriptions for placement indicators.

*Placement in French literature courses.* Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 7 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

## FRENCH LANGUAGE AND COMPOSITION

**1. Elementary French.** This course features intensive work on French grammar, with emphasis on the acquisition of basic active skills (speaking, reading, writing and vocabulary building). We will be using the multimedia program *French in Action* which employs only authentic French, allowing students to use the language colloquially and creatively in a short amount of time. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 3.

For students without previous training in French. First semester. Professor Nawar and Assistants.

**1s. Elementary French.** Same description as French 1.  
Second semester. Professor Nawar and Assistants.

**3. Intermediate French.** Intensive review and coverage of all basic French grammar points with emphasis on the understanding of structural and functional aspects of the language and acquisition of the basic active skills (speaking, reading, writing and systematic vocabulary building). We will be using *French in Action*, the multimedia program as well as a French literary text of Jean-Paul Sartre, *Les jeux sont faits*. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 5.

Requisite: French 1 or fewer than three years of secondary school French. First semester. Professor Nawar and Assistants.

**3s. Intermediate French.** Same description as Intermediate French 3 above.  
Second semester. Professor Nawar and Assistants.

**5. Language and Literature.** An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Readings will be drawn from significant short stories, plays and poetry from the modern period. The survey of different literary genres serves also to contrast several views of French culture. Supplementary work with audio and video materials. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week.

Requisite: French 3 or equivalent (three or four years of secondary school French). First semester. Professors de la Carrera and Rosbottom.

**5s. Language and Literature.** Same description as French 5.

Second semester. Professor de la Carrera.

**7. Textual Analysis and Writing Skills.** The principles and practice of expository writing: development of correct and effective expression in French. Intensive training in composition organized around a variety of modern texts (poetry, novels, essays from Baudelaire to Sartre). Supplementary work with audio and video materials. Highly recommended for future French majors.

Requisite: French 5 or equivalent. First semester. Professors Caplan and Hewitt.

**7s. Textual Analysis and Writing Skills.** Same description as French 7.

Second semester. Professors Caplan and Hewitt.

**8f. French Conversation: Contemporary France.** To gain as much confidence as possible in idiomatic colloquial French we discuss—undogmatically—French social institutions and culture. In general we try to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, French art and architecture, the position of women, the spectrum of political parties, minority groups, religion and the position of France and French-speaking countries in the world. Supplementary work with audio and video materials. (French 8 does not count toward the French major.) Highly recommended for students planning a Junior Program in France.

Requisite: French 5 or equivalent. First semester. Professor Windish.

**8. French Conversation: Contemporary France.** Same description as French 8f.

Second semester. Professor Windish.

## FRENCH LITERATURE AND CIVILIZATION

**11. Cultural History of France: From the Middle Ages to the Revolution.** A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in Medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Caplan.

**12. Cultural History of France: From 1789 to the Present.** A survey of French culture from the Revolution of 1789 to the present. The course will focus on the social and literary changes that occurred in the wake of a series of revolutions (1789, 1830, 1848, 1871), and the development of the modern political State. Slides, movies, and texts will help us understand the aesthetic movements that shaped the period: Romanticism, Symbolism, Decadence, Surrealism, contemporary thought. Special attention will be given to developments in the arts and architecture, from David to the Centre Pompidou and the Orsay Museum. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Omitted 1996-97. Professor Windish.

**20f. Literary Masks of the Late French Middle Ages.** The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature

of the late French Middle Ages. Readings will include such major works as: *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, along with its continuation by Jean de Meun, and the poetic works of Charles d'Orléans and François Villon. Particular attention will be paid to the philosophical presuppositions surrounding the production of erotic allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1996-97. Professor Rockwell.

**21. Medieval French Literature: Tales of Love and Adventure.** The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Lais* of Marie de France, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1996-97. Professor Rockwell.

**22. Humanism and the Renaissance.** Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1996-97. Professor Rockwell.

**23. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries.** This course will explore the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. The topic for fall 1996 is: The eighteenth-century novel and theater in France. Readings will include texts by Diderot, Voltaire, Marivaux, Prévost, Laclous, Beaumarchais, and Lesage. Supplementary work with audio and video materials. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor de la Carrera.

**24. La Scène du Roi: Theater in the Age of Louis XIV.** The absolute monarchy of Louis XIV, the Sun King, displayed and imposed itself in various theatrical ways: from the plays of Molière and Racine, to opera, ballet, and fireworks, as well as in portraits of the King (paintings, engravings, currency), not to mention the elaborate theatricality of daily life at Versailles. This course will stress Clas-

sical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the period (such as Pascal, La Fontaine, La Bruyère, and Saint-Simon), from the sociology of court society (Norbert Elias), and from related critical essays. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1996-97. Professor Caplan.

**25s. Literature of the French Enlightenment.** An analysis of the major philosophical, literary and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political and religious institutions of the *ancien régime*. Readings will include texts by Voltaire, Rousseau, Diderot, Condillac, and others. To gain a better sense of what it might have been like to live in eighteenth-century France, we shall also read a few essays in French cultural history from Robert Darnton's *The Great Cat Massacre*. Supplementary work with audio and video materials. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor de la Carrera.

**27. The Nineteenth-Century French Novel.** This course will study the development of the novel from Romanticism to Realism. We will discuss representations of class, gender, technology and revolution in works by Hugo, Balzac, Sand, Stendhal, Flaubert and Zola. The course will also include slides and video materials to understand the historical context of these works, as well as discuss some of the films they inspired. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Windish.

**28. Modern Poetry and Artistic Representation: From Baudelaire to Deguy.** A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. The topic for spring 1997 will be: Developments in the Nineteenth-Century French Lyric. This course will examine French lyric poetry from Romanticism to Symbolism. We will discuss the ways in which the poetic voice tries to define itself, notably the struggle between the poet and the modern world. We will explore the reasons why the nineteenth century saw a dramatic renewal of the poetic genre and, through the use of slides and other visual aids, examine the relationship between poetry and other forms of contemporary artistic representation. Conducted in French.

Requisite: one of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Windish.

**29. Tradition and Anti-Tradition in Twentieth-Century French Theater.** A study of plays and theories that inform them. In addition to literary approaches to the plays, we will consider the relationship between text and performance. We will read works by such playwrights as Jarry, Cocteau, Claudel, Giraudoux, Anouilh, Sartre, Ionesco, Genet, Beckett, Duras. The theoretical works on theater will include selections from Artaud and Barthes. For their final project students may choose, instead of a final paper, to do a performance of scenes from one of the plays, followed by a discussion of their interpretative choices. Conducted in French.

Requisite: One of the following—French 7, 8, 11 or 12. First semester. Omitted 1996-97. Professor Hewitt.

**30f. Contemporary French Literature: Crises and Transformation.** The topic for fall 1996 is: Post-Existentialism: The New Novel and the literary avant-garde after 1950. Through readings of the experimental "New Novel" and its successors, we will consider how one of the most famous novelistic trends after World War II explored the textual performance of language. Instead of literature providing a realistic mirror of contemporary situations as it was supposed to for Sartre and his followers, the New Novelists proclaimed the "era of suspicion" when standard novelistic forms (inherited from nineteenth-century realism) no longer proved adequate for the portrayal of contemporary concerns. Our focus will be on the debates surrounding the New Novel's ability to take into account its own era, historical and social change, political events and other phenomena sometimes considered extra-literary. Is literature a political act, as the avant-garde group *Tel Quel* sometimes maintained? Or is literature an exercise in the impossibility of language to refer to anything but itself? What does literature do? We will explore these questions in our readings of works by Nathalie Sarraute, Marguerite Duras, Claude Simon, Alain Robbe-Grillet, Patrick Modiano, and Maryse Condé. Supplementary work with audio and video materials. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Hewitt.

#### SPECIAL COURSES

**31. Masterpieces of French Literature in Translation.** A study of major French works from the eighteenth-century to the present. Readings will include Laclos's *Dangerous Liaisons*, Stendhal's *The Red and the Black*, Balzac's *Père Goriot*, Baudelaire's *Flowers of Evil*, Flaubert's *Madame Bovary*, Zola's *Nana*, Proust's *Swann in Love*, Duras's *The Lover* and *Hiroshima, My Love*. We will pay close attention to the genesis of these influential works, taking into consideration questions of autobiographical inspiration, sexuality, and historical debates. We will also consider why most of these works were judged politically or morally scandalous when they came out. Special consideration will be given to the trials and censorship of Baudelaire and Flaubert. In addition, we will view some of the films inspired by these texts. In English (French majors will be encouraged to write their papers in French).

First semester. Omitted 1996-97.

**32. European Film.** The topic for spring 1997 is: The French Novel and Cinema. A study of classic French novels from the eighteenth century through the twentieth. In conjunction, we shall view and discuss French films based on the same novels. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Caplan.

**33s. Studies in Medieval Romance Literature and Culture.** The study of a major author, literary problem or question from the medieval period with a particular focus announced each time the course is offered. The course will focus on the study of a major author, literary problem or question from the medieval period with a particular focus announced each time the course is offered. The topic for spring 1996 will be: Dante Alighieri. A reading of the *Divine Comedy* with an eye to the social and philosophical implications of Dante's allegorical practice. Readings, discussions, and papers will be in English.

Second semester. Omitted 1996-97. Professor Rockwell.

**34f. Critical Theory.** A study of theoretical questions in the literary criticism, with emphasis on the French tradition. The topic changes from year to year. Conducted in English.

First semester. Omitted 1996-97.

**35s. Women in French Literature and Culture.** The study of issues concerning women in France with a particular focus announced each time the course is offered.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1996-97.

**36f. Literature in French Outside Europe: Introduction to Francophone Studies.** This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers in the French-speaking Caribbean. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1996-97. Professor Hewitt.

**37s. Nineteenth and Twentieth-Century French Literature: Madness, Alienation and Modernity.** An analysis of French literary texts of the nineteenth and twentieth century, focusing on expressions of madness and other forms of alienation. We will discuss these themes in relation to the sense of loss of identity inherent to modernity and we will attempt to define ways in which this fascination for otherness is crucial to modern creativity. Readings will include Nerval, Proust, Breton, Camus, Duras, and others. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1996-97. Professor Windish.

**39s. Modern French Autobiography.** This course studies the torturous relationships between fact and fiction as famous French writers focus on their own lives. We will study how identities are constructed through gender, class and race, and will discuss identity formation (and its breakdown) through certain literary and philosophical theories (existentialism, New Novel theory, modernism, marxism, postmodernism, postcolonialism ...). After briefly considering passages from Rousseau's model autobiography, *Les Confessions*, we turn our attention to twentieth-century authors such as Marguerite Duras, Nathalie Sarraute, Alain Robbe-Grillet, Michel Leiris, Jean-Paul Sartre, Maryse Condé, Roland Barthes, and Louis Althusser. Assignments will include one creative essay in which students write on a personal experience using narrative strategies discussed in class. Supplementary work with audio and video materials. Conducted in French.

Requisite: French 7, 8, 11, 12 or equivalent. Second semester. Professor Hewitt.

**41. Advanced Seminar.** An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau, Sartre and Flaubert; Bakhtin and Rabelais; Goldman, Barthes and Racine). Conducted in French.

Requisite: French 7, 11, 12 or equivalent. First semester. Omitted 1996-97. Professor Caplan.

**43f. Introduction to Comparative Studies.** A comparative approach to the study of literary texts, with a particular focus announced each time the course is offered. Conducted in English.

First semester. Omitted 1996-97.

**77, 78. Senior Departmental Honors.** A single and a double course.

First and second semesters. The Department.

**97, 98. Special Topics.** Independent Reading Courses. Full or half courses.

Approval of the Department Chair is required. First and second semesters.

#### RELATED COURSE

**Eighteenth-Century Art in Europe.** See Fine Arts 89s.

Second semester. Professors Courtright and Rosbottom.

## GEOLOGY

Professors Belt, Brophy†, and Cheney; Associate Professors Crowley (Chair) and Harms; Dr. M. Coombs.

*Major Program.* The major in Geology is accomplished through a sequence of courses that first introduces the fundamental principles of the Earth Sciences and then progresses to an advanced level of critical analysis. This may be achieved through course offerings both in geology and in mathematics, the physical and biological sciences. In consultation with their departmental advisor, Geology majors plan a program of courses that meets this goal and that is suited to their academic interests and future plans. All majors take Geology 11, 20, 29, and 30. As they begin to focus their interests and abilities, majors will elect to take three courses from Geology 27, 32, 34, or 41. To complete a balanced program, majors are encouraged to broaden their scientific base in the geologic and ancillary sciences, undertake advanced course work in geology, and engage in independent research. Accordingly, majors will elect two additional courses from (1) the remainder of the department's course offerings, including any courses listed above not used to meet the other major requirements; (2) Senior Departmental Honors, generally consisting of Geology 77 and D78, which will count as one course toward the major; and/or (3) Chemistry 12, Mathematics 12, Physics 16, Biology 23, Astronomy 19, or higher level courses from these departments. Departures from this major format will be considered by the department in coordination with the student's academic goals. In the fall semester of the senior year, each major shall take a comprehensive examination, both written and oral.

*Departmental Honors Program.* For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the junior year but must be chosen no later than the first two weeks of the senior year. Geology 77, D78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the senior year.

All courses are open to any student having requisite experience or consent of the instructor.

**11. Principles of Geology.** Study of the history of the earth throughout time from the record preserved in rocks. Review of the processes that act to reduce the habitable land areas (destructional) and those that restore them (constructional). Three hours class and two hours laboratory, including field trips, each week.

First semester. Professors Crowley and Harms.

†On leave first semester 1996-97.



**11s. Principles of Geology.** Same description as Geology 11.

Second semester. Professors Brophy and Cheney.

**16. Resources and the Environment.** This course will examine some of the pressing environmental issues affecting our atmosphere, hydrosphere, and lithosphere. Our society will face difficult choices about the management of the environment and of non-renewable natural resources as we enter the twenty-first century. Much of our understanding of these problems comes from observations of environmental changes occurring over the past few decades. Is it reasonable to extrapolate these trends into the future? The approach used will examine geological processes so that we can better understand the ways that human activities can alter natural systems. Students will be required to research and present a topic of their choice. Possible topics include global climate change, non-renewable resources, soil and water pollution, geological hazards, solid waste disposal, ozone depletion, and acid rain. Three hours of class per week.

Second semester. Professor Crowley.

**20. Dynamic Earth.** A survey of the dynamic processes that drive the physical evolution of the earth. The rock record is examined as a key to understanding the present and the future; and present dynamics are examined as a means to interpret the record of the past. The conceptual development of plate tectonic theory, the changing configuration of continents and ocean basins, and the pattern of organic evolution over time will be analyzed using evidence from diverse branches of geology. Three hours lecture and two hours laboratory each week.

Requisite: Geology 11. Second semester. Professors Harms.

**23. Environmental Geology.** Development and pollution continue to influence our ability to manage and protect soil and water resources. Understanding the interrelationships of soil, water, and land use is essential in order to plan responsibly for our future. This course explores topics such as slope stability and landslides, soil erosion, the hydrologic cycle, types and sources of soil and water contamination, solid waste disposal, and environmental regulations. Emphasis will be placed on using geological principles in an effort to understand and solve the complex environmental problems facing society today. Three hours of class and three hours of laboratory per week.

Requisite: Geology 11. Limited to 25 students. First semester. Omitted 1996-97. Professor Belt.

**24f. Vertebrate Paleontology.** The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. First semester. Omitted 1996-97. Professor Coombs.

**27. Invertebrate Paleontology.** An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 11 or Biology 18. First semester. Professor Belt.

**29. Structural Geology.** A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth defor-

mation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Crowley.

**30f. Mineralogy.** The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Cheney.

**32. Igneous and Metamorphic Petrology.** A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours class and three hours laboratory per week.

Requisite: Geology 30f. Second semester. Professor Cheney.

**34. Sedimentology.** A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11. Geology 30f recommended. Second semester. Professor Belt.

**36. Hydrogeology.** Water is a substance that is essential for all forms of life. Yet it is commonly unavailable in the quantity or quality desired. This course will examine the geological principles that govern both the availability and quality of water, particularly groundwater. Emphasis will be placed on introducing the scientific methodologies used in investigating and solving problems confronting our groundwater resources. Topics covered will include: the hydrologic cycle, origin of porosity and permeability, groundwater movement and occurrence, groundwater resource evaluation, modeling, relationship between groundwater chemistry and geology, and groundwater contamination and remediation. Three hours of lecture and three hours laboratory each week.

Requisite: Geology 11, Mathematics 11 or equivalent. Second semester. Omitted 1996-97.

**41s. Physics and Chemistry of the Earth.** The deep structure of the earth is primarily known not by direct sampling but rather by indirect physical and chemical signals observed at the surface. These signals include the earth's magnetic and gravity fields, heat flow, and seismicity as well as the chemistry of magmas and gasses vented at the surface. This course examines these signals in the context of the structure of a dynamic earth. Topics to be covered include: earth magnetism, paleomagnetism, gravity, seismology, heat flow, geochronology, isotope and trace element geochemistry. Three hours lecture each week.

Requisite: Geology 11, or Physics 16 or 32, or Chemistry 11 or 15 or equivalent. Second semester. Professors Crowley and Harms.

**43. Geochemistry.** This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicompo-

nent heterogeneous systems. These principles are used to study equilibria germane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week.

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Professor Cheney.

**77, D77, 78, D78. Senior Departmental Honors.** Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Departmental Honors program. First and second semesters. The Staff.

**97, H97, 98, H98. Special Topics.** Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

## GERMAN

Professors Brandes (Chair) and White, Associate Professor Rogowski\*, Lecturer Schütz, Visiting Lecturer Bamberger.

*Major Program.* Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts. There are two possible concentrations within the German major:

*German Literature.* The objective of the major with concentration in German Literature is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German language and literature, but its primary aim is more broadly humanistic and cross-cultural.

The German Literature concentration requires German 10 (or its equivalent), German 15 and 16 (German Cultural History), and a minimum of five further German courses, of which three must be courses in German literature and culture, conducted in German. The Department may approve up to three courses taken at a German-speaking university as counting toward fulfillment of the major requirements. Majors are advised to broaden their knowledge of other European languages and cultures.

*German Studies.* German Studies is an interdisciplinary concentration within the German major. Its objective is to develop language skills and a broad understanding of historical, political, and social aspects of culture in the German-speaking countries. It requires German 10 (or the equivalent), 15 and 16 (German Cultural History), and a minimum of five further German courses, conducted either in German or in English. Majors concentrating in German Studies should supplement their German program with courses in European history, politics, economics, and the arts.

\*On leave 1996-97.

Students who major in German Literature or German Studies should enroll in at least one German course per semester. For both concentrations, the Department faculty will help majors develop individual reading lists as they prepare for a Comprehensive Examination administered during each student's final semester.

The German Department supports a variety of activities that help to increase familiarity with German culture, such as film series, guest speakers, the German residential section in Porter House, and a weekly German-language lunch table. The Department awards prizes annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

*Study Abroad.* German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Department maintains a regular student exchange program with Göttingen University in Germany. Each year we send two students to that university in exchange for two German students who serve as Language Assistants at Amherst College. Faculty can also advise on a variety of other options for study in a German-speaking country.

*Departmental Honors Program.* In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78 and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, together with the overall college grade average, will determine the level of Honors recommended by the Department.

## GERMAN LANGUAGE

**1. Elementary German I.** Our multi-media course *Deutsch direkt* is based on authentic dialogues and interviews with native speakers from all walks of life. The video and audio programs will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus daily viewing of assigned video segments in the laboratory.

First semester. Lecturer Schütz and Staff.

**2. Elementary German II.** A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Prerequisite: German 1 or equivalent. Second semester. Lecturer Schütz and Staff.

**5. Intermediate German.** Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 2, two years of secondary-school German, or equivalent. First semester. Visiting Lecturer Bamberger and Staff.

**10. Advanced Composition and Conversation.** Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 5 or equivalent, based on departmental placement decision. Second semester. Visiting Lecturer Bamberger and Staff.

**12f. Advanced Reading, Conversation, and Style.** Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in small sections and in the language laboratory.

Requisite: German 10 or equivalent. First semester. Professor Brandes and Staff.

## LITERATURE AND CULTURE

**15. German Cultural History to 1800.** An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania*, the *Hildebrandslied*, a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang*, including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor White.

**16. German Cultural History from 1800 to the Present.** A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various

forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Lecturer Schütz.

**23s. German Culture of the Eighteenth Century.** An interdisciplinary exploration of the "century of cultural flowering" in Germany. The course will focus on major innovations in literature, culture, music, and art with special emphasis on the social and political forces of enlightened absolutism and the emerging middle-class culture. Readings in Gottsched, Lessing, Winckelmann, Sophie La Roche, and the young Goethe; music by J.S. Bach, Haydn, and Mozart; study of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Omitted 1996-97.

**28f. In Search of the Nation: German Culture in the Nineteenth Century.** Nietzsche claimed that the question "What is German?" never dies. In the name of honor, freedom, and fatherland, the national culture in pre-1848 Germany developed from a cosmopolitan liberalism to extreme longings for national unity and, after unification in 1871, to chauvinism and dreams of imperial power. We will study this surge of nationalism as a central European problem in the German-speaking countries, resulting in cultural crises and contradictions, aesthetic revolutions and social utopias, as well as daring innovations which laid the foundations of modernity. Studies in literature, the arts, and philosophy from Post-Romanticism to the Kaiserreich era. Emphasis on the influence of Hegel, Marx, and Nietzsche. Readings in Heine, Büchner, Grillparzer, Droste-Hülshoff, Storm, Hebbel, Keller, Hauptmann, and Fontane; analysis of selected works of art, architecture, and music. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1996-97.

**34. German Culture in the Cold War, 1945-1989.** How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, Karin Struck, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, Anna Seghers, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

**38f. German Drama of the Twentieth Century.** From the political agitation of Bertolt Brecht to the performance pieces of Pina Bausch, German drama has had a profound impact on international theater. We shall trace the development of modern German drama from around 1890 to the present day. Topics will include: Naturalism and its attempt to depict social reality; Expressionism and its icon-

oclastic innovation; recent developments such as the postmodern dramatic collages of Heiner Müller. Particular attention will be focused on Brecht's efforts at endowing drama with a politically didactic dimension and on Brecht's legacy after World War Two in the fields of "epic" and "documentary" theater. Authors discussed will include Gerhart Hauptmann, Frank Wedekind, Georg Kaiser, Bertolt Brecht, Peter Weiss, Friedrich Dürrenmatt, and Botho Strauß. Readings will be supplemented by video materials on Pina Bausch, Johann Kresnick, and Heiner Müller. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1996-97.

**40f. Advanced Seminar.** The topic is: Theodor Fontane: Chronicler of Prussia. Recognized as a master of European Realism, Theodor Fontane created for Germany the genre of the modern social novel. Why are adultery and mesalliance popular themes in the literature of the nineteenth century? How do Fontane's novels differ from trivial novels which follow similar topics and story lines? What is the universal appeal of his work? The seminar will study the general social and intellectual culture of Germany after the failed 1848 revolution, and Fontane's literary beginnings as a writer of ballads and travel accounts, as a battle-field reporter, and as cultural and literary critic. We will explore major themes in his novels: the political and cultural atmosphere of the new German Empire; the individual tied to the historical and social realities of Prussia; the depiction of traditional, conservative values of the nobility; the insecure liberalism of the educated middle-class; the industrial expansion of the *Gründerzeit*; the stirring of socialism; and especially the role of women restricted by class and honor codes and their cautious attempts at emancipation. Conducted in German.

Requisite: German 10 or equivalent. First semester. Lecturer Schütz.

#### COURSES OFFERED IN ENGLISH

**43s. Germans and Jews: The Modern Literary Record.** Using various historical documents as a foundation, the course will examine (in English translation) works of imaginative literature originally written in German (novels, stories, poems, plays) that take as their subject the interaction between Germans and Jews since the late nineteenth century. Particular attention to the Weimar Period (1918-33), persecution and emigration during the Nazi years, the Holocaust, post-World-War-II treatments of historical events, and today's lingering tensions between Germans and Jews. Works by such Jewish and non-Jewish authors as Jakob Wassermann, Karl Wolfskehl, Thomas Mann, Kurt Tucholsky, Anna Seghers, Bertolt Brecht, Rolf Hochhuth, Günter Grass, Max Frisch, Paul Celan, Peter Weiss, Rainer Werner Fassbinder, and Christa Wolf. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1996-97.

**45s. New German Cinema: Fassbinder—Herzog—Kluge—Wenders.** The course will provide an introduction to the work of four of the best-known representatives of the "New German Cinema." We will examine the stylistic variety of the various filmic vocabularies they developed, from hypnotic exoticism (Herzog), visual stylization (Fassbinder), associative montage (Kluge) to the meditative calm of Wenders. While the main emphasis will be on these four directors, their films will be supplemented by videos from a variety of other sources. The course will culminate in an analysis of Wim Wenders' masterpiece *Wings of Desire*.

Second semester. Omitted 1996-97.

**46. The New Germany: Literature, Culture, and Politics.** Will German unification be a success? Can the Germans finally come to terms with their past? What are the social, cultural, and economic issues of integrating a former communist country into a Western-style democracy? How do writers, politicians, and the German public respond to the challenges of right-wing violence, pessimism in the East, and economic restructuring? The course will first review the history, culture, and society of the two post-war German states. It will then analyze the "Gentle Revolution" of 1989 and the current demands on political life and civil society in a period of transition. We will study intra-German as well as international reactions to current developments, giving particular attention to the persistent "German question." Discussions are based on a variety of documents, short stories, articles, pamphlets, political speeches, and personal testimonials, as well as popular songs and video materials. Authors include writers, artists, politicians, and (in)famous personalities in current popular culture. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Brandes.

**51s. Joyful Apocalypse: Vienna Around 1900.** Between 1890 and 1914, Vienna was home to such diverse figures as Sigmund Freud, Gustav Klimt, Gustav Mahler, Leon Trotsky, and—Adolf Hitler. Which social, cultural, and political forces brought about the extraordinary vibrancy and creative ferment in the capital of the Austro-Hungarian Empire? The course will examine the multiple tensions that characterized 'fin-de-siècle' Vienna, such as the connection between the pursuit of pleasure and an exploration of human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism. Against this historical backdrop we shall explore a wide variety of significant figures in literature (Schnitzler, Hofmannsthal, Musil, Kraus), music (Mahler, R. Strauss, Schönberg), and the visual arts (Klimt, Schiele, Kokoschka, O. Wagner, A. Loos). We will explore the significance of various intellectual phenomena, including the psychoanalysis of Freud and the philosophies of Ernst Mach and Ludwig Wittgenstein. We shall also trace the emergence of modern Zionism (Theodor Herzl) in a context of growing anti-Semitism, and discuss the pacifism of Bertha von Suttner in a society on the verge of the cataclysm of the First World War. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1996-97.

**52f. Kafka, Brecht, and Thomas Mann.** Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such topics as the dehumanization of the individual by the state, people caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings of short stories and a novel by Kafka, including "The Judgment," "The Metamorphosis," and *The Castle*; poems, short prose, and plays by Brecht, e.g., *The Three-Penny Opera*, *Mother Courage*, and *The Good Woman of Setzuan*; fiction and essays by Mann, including "Death in Venice" and *Buddenbrooks*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor Brandes.

**54f. Nietzsche and Freud.** Modern thinking has been profoundly shaped by Nietzsche's radical questioning of moral values and Freud's controversial ideas about the unconscious. The course explores some of the ways in which German



literature responds to and participates in the intellectual challenge presented by Nietzsche's philosophy and Freud's psychoanalysis. Readings include seminal texts by both of these figures as well as works by Rilke, Thomas Mann, Hermann Hesse, Musil, Schnitzler, and Expressionist poets. Readings and discussions in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 1996-97.

**56. The Artist as Hero and Victim.** Beginning in late eighteenth-century Germany and continuing to the present day, the course traces the development of an ideology: the belief that the artist is a "special case" in society, an individual with extraordinary gifts and extraordinary burdens, whose mission entails both privilege and suffering. We shall pay particular attention to the ways in which this belief has, again and again, caused artists to come into conflict with the demands of society and politics, and how they have confronted these demands. Examples will range from the young Goethe's propagation of the idea of artist-as-unique-genius in the 1770s, through the nineteenth century's various images of the artist as saint/madman/seer/invalid/hero/charlatan, to the debates in Weimar and Nazi Germany over artistic "engagement" with radical politics, and on to today's struggles over the role of the artist in the post-Communist world. We shall draw mainly on works—prose fiction, verse, philosophical essays, music, paintings, film—in the modern German tradition, but with important glimpses at trends in other European countries and the U.S.A. Artists and writers to be examined will include Goethe, E.T.A. Hoffmann, Caspar David Friedrich, Schopenhauer, Robert Schumann, Richard Wagner, Nietzsche, Thomas Mann, Stefan George, Brecht, Paul Hindemith, Gottfried Benn, Günter Grass, Christa Wolf, and Anselm Kiefer. Occasional listening and viewing assignments. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor White.

**77, 78. Senior Departmental Honors.**

First and second semesters. The Department.

**97, 98. Special Topics.** Independent Reading Course.

First and second semesters. The Department.

## HISPANIC LANGUAGE AND CULTURES

Professors Benítez-Rojo and Maraniss; Associate Professor Stavans (Chair); Senior Lecturer Otaño-Benítez; Lecturer Alegre.

The objective of the major is to learn about Hispanic cultures directly through the Spanish language and principally by way of their literature and other artistic expressions.

We study literature and a variety of cultural manifestations from a modern critical perspective, without isolating them from their context. To give students a better idea of the development of the Hispanic world throughout the centuries, we expect majors to select courses on the literature and cultures of Spain, Latin America, and Latinos in the U.S. Fluent and correct use of the language is essential to the successful completion of the major. Most courses are taught in

Spanish. The Department urges majors to spend a semester or a year studying in a Spanish-speaking country.

*Major Program.* The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

Students in the classes of 1997 and 1998 will be allowed to follow the previous criteria for completing a Spanish major (with the exception of changes in the comprehensive exam). Beginning with the class of 1999, the following new requirements for a major in Hispanic Language and Cultures (both *rite* and Honors) will apply. The major will consist of nine courses within the Department. Majors will be expected to take one course on each of the three cultural areas encompassing the Hispanic world: Spain, Latin America, and Latinos in the U.S. All courses offered by the Department above Spanish 3 will count for the major. A comprehensive examination is to be completed by the end of April. Guidelines are available in the Department office.

*Departmental Honors Program.* In addition to the major program described above, a candidate for Departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their senior year.

*Combined Majors.* Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

*Interdisciplinary Majors.* Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

*Study Abroad.* Students majoring in Hispanic Language and Cultures are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department. Guidelines are available.

*Placement in Spanish language courses.* See individual course descriptions for placement indicators.

*Placement in courses on Hispanic culture.* Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score of 4 in the Advanced Placement Examination).

**1. Elementary Spanish 1.** Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3. First semester. Dr. Otaño-Benítez and Assistants.

**1s. Elementary Spanish 1.** Same description as Spanish 1.  
Second semester. Dr. Otaño-Benítez and Assistants.

**3. Elementary Spanish 3.** A continuation of Spanish 1. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours

a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 5.

For students with less than three years of secondary school Spanish who score 3 or 4 in the Advanced Placement Examination. First semester. Lecturer Alegre and Assistants.

**3s. Elementary Spanish 3.** Same description as Spanish 3.

Second semester. Lecturer Alegre and Assistants.

**5. Language and Literature.** An introduction to the critical reading of Hispanic literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Regular work in the language laboratory. Prepares for more advanced language and literature courses. This course counts for the major.

First semester. Dr. Otaño-Benítez and Assistants.

**5s. Language and Literature.** Same description as Spanish 5.

Second semester. Dr. Otaño-Benítez and Assistants.

**6f. Spanish Conversation.** This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of Spain, Latin America, and the United States. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. This course counts for the major.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score of 5 in the Advanced Placement Examination). First semester. Dr. Otaño-Benítez and Assistants.

**6. Spanish Conversation.** Same description as Spanish 6f.

Second semester. Dr. Otaño-Benítez and Assistants.

**7. Advanced Spanish Composition.** Rapid review of Spanish grammar, practice in set translation and free composition in various genres. Three hours of classroom work per week. Conducted in Spanish. This course counts for the major.

Recommended for Spanish majors and honor students. For students who have completed Spanish 5 or have a score of 5 in the Advanced Placement Examination. Highly recommended for native speakers looking to improve their grammar and writing skills. First semester. Professor Benítez-Rojo.

**7s. Advanced Spanish Composition.** Same description as Spanish 7.

Second semester. Professor Stavans.

**16f. Introduction to Spanish Literature.** A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score of 5 in the Advanced Placement Examination). First semester. Professor Maraniss.

**17s. Introduction to Spanish-American Literature.** An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to

the "post-boom" period of the 1980s and beyond. Students will be asked to place these works in a context of world literature as well as in the historical and social milieu from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Professor Benítez-Rojo.

**22f. Discovery, Conquest, and New World Writings.** An exploration of early colonial times as seen through the works of contemporary Latin American writers, film-makers, and historians of the conquest. Readings will include Alejo Carpentier's *El arpa y la sombra*, Abel Posse's *El largo atardecer del caminante*, Antonio Benítez-Rojo's *El mar de las lentejas*, Christopher Columbus's *Diario*, Bartolomé de las Casas's *Brevísima relación de la destrucción de las Indias*, Alvar Núñez Cabeza de Vaca's *Los naufragios*, Tzvetan Todorov's *The Conquest of America*. Conducted in Spanish.

First semester. Professor Benítez-Rojo.

**24. Modern Spanish Literature.** Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Second semester. Professor Maraniss.

**25. Latin American Art.** A survey of Pre-Columbian and Latin American Art, taking into account the socio-historical context. European, Creole, *mestizo*, Indian, and mulatto artists, such as Mailhe, Rivera, Kahlo and Chicano muralists, will be discussed. Subjects will include folklore, colonial religious crafts, Neoclassicism, Realism, Naturalism, and Surrealism. Ceramics, photography, and comic strips will also be studied. Special attention will be given to major artistic centers: Argentina, Brazil, Cuba, and Mexico. The course will be taught alternately in English and Spanish, beginning in the fall of 1995 with Spanish.

First semester. Omitted 1996-97. Professor Stavans

**31. Spanish-American Literature and Thought.** An interdisciplinary course which brings together the geography, social history, folklore, art and literature of Spanish America from the Conquest to the present. Use of audio-visual materials. Each semester will be devoted to the study of one of four regions of Spanish America (consequently students may take the course as many as four times for credit): (1) Argentina, Chile, Uruguay, and Paraguay, (2) Peru, Ecuador, Bolivia, (The Andean Region), (3) The Caribbean, including Venezuela and Colombia, and (4) Mexico and Central America. The topic for fall 1996 is: Jorge Luis Borges. A comprehensive study of the style, originality and extraordinary influence of the contemporary Argentine Master (1899-1986). His essays poetry, and fiction will be discussed in the context of Latin American and international literature. Conducted in Spanish.

First semester. Professor Stavans.

**31s. Spanish-American Literature and Thought.** The topic for spring 1997 is: the Andean Region (Peru, Bolivia, Ecuador). Reading and discussion of works by Inca Garcilaso de la Vega, Guamán Poma de Ayala, Ricardo Palma, José Carlos Mariátegui, Victor Raúl Haya de la Torre, José María Arguedas, Mario Vargas Llosa, and Jorge Icaza. Conducted in Spanish.

Second semester. Professor Benítez-Rojo.

**35s. Hispanic U.S.A.** This course will explore Latino experience in order to understand how it has participated in the shaping of U.S. culture from 1492 to

the present. Beginning with Columbus's journey and the history of sixteenth-century Spanish missions, we will discuss both the significance of Spanish settlement and the ways in which that story of U.S. origins has been obscured. U.S. neighborly and colonial relations with Latin America during the ensuing centuries will be considered, as well as the continuance of Hispanic culture in the American Southwest. However, the main focus will be twentieth-century immigration and its impact on U.S. political, literary, artistic and popular culture. Conducted in English.

Second semester. Omitted 1996-97. Professor Stavans.

**36. Popular Culture of Hispanic America.** An engaging examination of high-brow and mass culture in Mexico, Argentina, Cuba, Chile, and other countries of the Caribbean and south of the Rio Grande, from the 1930s to the present. Soap-operas, performance art, folklore, *artesanías* and native music will be discussed, as well as science fiction, detective and romance novels. Use of audiovisual materials. Conducted in Spanish.

Second semester. Professor Stavans.

**40f. Hispanic Film.** A panoramic view of trends, film-makers, and styles. Material includes work by Buñuel, 'Indio' Fernández, Gutiérrez Alea, Brazil's *cinema novo*, Subiela, Hermsillo, Cantinflas, Chicano film-makers, etc. Special attention will be paid to the relationship between literature and film. Conducted in Spanish.

First semester. Omitted 1996-97. Professor Stavans.

**41. The Boom: Spanish-American Literature of the Sixties and Seventies.** Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. The course will be conducted in Spanish.

First semester. Omitted 1996-97. Professor Benítez-Rojo.

**43s. Cervantes.** *Don Quixote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Conducted in Spanish.

Second semester. Professor Maraniss.

**44. The Spanish Civil War: Art, Politics, and Violence.** Sixty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Conducted in English.

Second semester. Omitted 1996-97. Professor Maraniss.

**46. Non-Fiction Writing.** An introduction to the essay form. Students will be asked to write literary and autobiographical texts. Special attention will be paid to the Hispanic literary tradition. Authors discussed include Jorge Luis

Borges, Octavio Paz, Julio Cortázar, and Richard Rodríguez. Conducted in English.

Limited enrollment. Second semester. Omitted 1996-97. Professor Stavans.

**77, D78. Senior Departmental Honors.** Two single courses.

First and second semesters. The Department.

**97, H97, 98, H98. Special Topics.** The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Hispanic life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

## HISTORY

Professors Bezucha, Campbell, Cheyette, Couvares, Czap, Dennerline, Halsted, Hawkins, Levin, R. Moore, Petropulos, and Servos; Associate Professors Blight\*, Hunt (Chair), Redding, and K. Sweeney; Assistant Professors Brandt and Corbett; Visiting Assistant Professor Ferguson.

The study of History offers perspective on our lives in the present by comparing and contrasting them with the experience of diverse peoples in the past. It allows us to comprehend the distinct otherness of past individuals and societies; it also permits us to recognize the continuities that connect the experience of different peoples over time.

History Department offerings introduce students to the study of historical change and to a variety of both traditional and innovative types and techniques of historical investigation.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

*Major Program.* The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 1, taken normally during freshman or sophomore year. Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their honors essays.

History 1, the Introduction to History, is designed to explore some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significant theme or movement in history. All History majors must include as one of their eight courses a seminar in which they write a substantial research paper guided by individual consultation with the seminar instructor. History 99 or one of the other courses described as seminars below fulfills this requirement. A student who contemplates writing an honors thesis in the senior year must complete the research requirement by the end of the junior year. A student not writing a senior thesis may delay taking an appropriate seminar until the senior year. In exceptional circumstances and with the approval of the student's advisor and the department, the research requirement may be completed in a sem-

\*On leave 1996-97.

inar at another institution or by otherwise completing a research paper that conforms to the department's "Guidelines for Research Papers." Please note that this exception will be granted only rarely.

The Department has devised the following requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following seven areas: the United States; Pre-Modern Europe; Modern Europe; the Middle East and Africa; Africa, the Caribbean, and Black America; Latin America and the Caribbean; and East Asia. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth-century history.

Each major in the first semester of the junior year will designate one of the listed areas as a field of primary interest or, with the approval of the advisor, will designate a field of a comparative or topical nature. Students are expected to take at least three courses in their designated field of concentration.

*Comprehensive Evaluation.* Students writing honors theses thereby fulfill the Department's comprehensive requirement. Other majors will be expected to have demonstrated before the middle of their last semester both general and special historical knowledge in two essays to be read by an evaluating committee of the Faculty.

*Departmental Honors Program.* Students who are candidates for Honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

**1s. Introduction to History: The Politics of History.** Recently, history has become the subject of intense political controversy: witness the disputes over the Enola Gay exhibition at the Smithsonian, the resurgence and denial of national memories in Eastern Europe and Japan, the fight in Congress over the National History Standards. What is the connection of historians' work to public memory? Behind this question lies the problem of how we claim to know anything about the past at all. How do we claim to understand what the fragmentary remnants of the past tell us about the world in which they were created? How do historians construct the stories they tell about the past and how do we judge the truth and value of those stories? This course will explore such questions through three case studies drawn from a variety of places and times. These may include such topics as the Reconstruction period in nineteenth-century America, the career of Joan of Arc in fifteenth-century France, the execution of King Charles I in seventeenth-century England, the Zulu war in nineteenth-century Africa, the French Revolution, the Holocaust, and the decision to drop atomic bombs on Hiroshima and Nagasaki. Three class meetings per week.

Required of all History majors. Second semester. Professors Brandt, Cheyette, and Czap.

## EUROPE

**2f. Medieval and Early Modern Society.** An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, fam-

ily life, moral ideals, political and economic organizations. Through a reading of works by P. Brown, H. Pirenne, G. Duby, R. W. Southern, J. Burckhardt, J. Huizinga, and F. Braudel we will also explore the ways in which Europeans have conceived of this thousand years of historical experience.

First semester. Professor Cheyette.

**3. European Society in the Eleventh and Twelfth Centuries.** This course will focus on two events—a war for power in Flanders in the 1120s and the Norman conquest of England in 1066—and through a discussion of primary documents explore the larger social, political, economic, and cultural environment in which those events took place. Readings will include chronicles, papal and royal letters, memoirs, *chansons-de-geste*, law books and court cases, and *Domesday Book*. Offered alternately with History 5.

First semester. Omitted 1996-97. Professor Cheyette.

**4. Art, Culture and Society in the Italian Renaissance.** (Also Fine Arts 85s.) Through an analysis of selected works by Michelangelo, Cellini, Ghiberti, Machiavelli, and other artists, writers, and composers, and reading and discussing contemporary autobiographies, letters, diaries, government records, etc., the course will consider the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and the relationship of artists to patrons and the larger role of clientage and patronage in the society of Renaissance Italy. Special emphasis will be placed on Florence, Rome, and the Church.

Second semester. Omitted 1996-97. Professors Cheyette and Courtright.

**5s. Government and Society in Western Europe, 1300-1600.** How did the Old Regime come into being? This course will examine the four pillars of early-modern government—war, taxation, justice, and patronage—their institutional elaboration in courts, offices, orders, parliaments and Estates, and their ideological extensions in chivalry and courtesy, theories of estates and magistracies, right of resistance and constitutionalism, myths of kingship and divine right. These will be studied in the context of the Great Schism and Conciliar Movement in the Church, and the Hundred Years War. Offered alternately with History 3.

Second semester. Professor Cheyette.

**7s. The Reformation Era, 1500-1660.** The ideas of the great reformers (Luther, Calvin, Loyola) will not be neglected in this course but the primary emphasis will be on the relationship between religious ideas and social, political, and cultural change. Among the topics discussed are the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, and developments in early modern Jewish history. The role of religious ideas in sixteenth- and seventeenth-century mass movements (notably the Peasants' Revolt and the English Revolution of 1640) are also surveyed. Readings include several classic interpretations of the Reformation but are more heavily weighted toward recent works in sixteenth- and seventeenth-century social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

Second semester. Omitted 1996-97. Professor Hunt.

**8. Popular Culture in Early Modern Europe.** The course will explore the content of European non-elite ideas over the period approximately 1500 to 1800. Of special concern will be the role of the printing press in the first era of substantial non-elite literacy, the widening gap between "high" and "low" culture in the early modern period, the position of women, and the connection between "folk culture" and political activity. Readings will include recent works by Elizabeth



Eisenstein, Carlo Ginzburg, Robert Darnton, and Natalie Zemon Davis, together with sixteenth-, seventeenth-, and eighteenth-century ballads, folk tales, pornography, magical spells and the like. Two class meetings per week.

Second semester. Professor Hunt.

**9. The European Enlightenment.** This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands, that European *crise de conscience* out of which the Enlightenment emerged. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role of Enlightenment ideas in the French Revolution, women and non-elites in the Enlightenment, and connections between the printing press, Enlightenment ideas and popular culture. The reading for the course will include works by Locke, Montesquieu, Voltaire, Rousseau, Hume, Adam Smith, Kant, and Wollstonecraft. Two class meetings per week.

First semester. Professor Hunt.

**10. The Era of the French Revolution.** The history of France during the turbulent years of revolution and counterrevolution separating the ill-fated reign (1774-1792) of Louis XVI and the coronation of the Emperor Napoleon I in 1804. Special attention is given to the bicentennial commemoration of 1789. Two class meetings per week.

Second semester. Professor Bezucha.

**13s. Modern European Thought.** This seminar studies works of major representatives of the intellectual tendencies of the era of Romanticism and Victorianism, ca. 1800-1900. Readings include literary and historical works and writings on society, politics, philosophy and science by such figures as Wordsworth, Shelley, J.S. Mill, Tocqueville, Marx, Darwin, Nietzsche and Weber. One class meeting per week.

Limited to 25 students. Second semester. Omitted 1996-97. Professor Halsted.

**15. Europe Between the Two World Wars.** This course will investigate Wilsonian and Marxist visions of world order; efforts to insure economic and political normality and avoid crisis; cultural developments in the Twenties and Thirties; the rise of isolationism; and finally appeasement and the road to World War II. Two class meetings per week.

Limited to 25 students. First semester. Professor von Klemperer of Smith College.

**16. Seminar on Modern European History.** The topic changes each time the course is taught.

Second semester. Omitted 1996-97. Professor Bezucha.

**17s. Europe at the Zenith of World Power.** A survey of European history from the Napoleonic wars of the early nineteenth century to the outbreak of the Great War in 1914. Two class meetings per week.

Second semester. Professor Bezucha.

**18f. Europe's Loss of World Hegemony.** A survey of European history from the Great War of 1914-1918 to the partition of the continent following the defeat of Hitler's Germany in 1945. Two class meetings per week.

First semester. Omitted 1996-97. Professor Bezucha.

**19. Europe in the Cold War Era.** A survey of European history from the defeat of Nazi Germany in 1945 until the re-unification of Germany in 1990. Two class meetings per week.

First semester. Professor Bezucha.

**21s. Eastern Europe: The Danubian Basin Since the Eighteenth Century.** The course focuses on the region of Eastern Europe through which the Danube River flows, particularly the lands for which it has played a central role (those comprising present-day Austria, Bulgaria, Hungary, Rumania, and what until recently were the republics of Czechoslovakia and Yugoslavia), and on the period from the Ottoman Turkish siege of Vienna in 1683 to the recent collapse of Communism. The region is treated as a major arena of clashing imperialisms and competing nationalisms and as a part of its larger European setting even while sustaining distinctive and diverse features of its own. Three class meetings per week.

Second semester. Omitted 1996-97. Professor Petropulos.

**24f. Russia: A History of Russia Until Approximately 1880.** An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. The course will consider new thinking about early Russia in light of the recent disappearance of the imperial structure of the Soviet state. Three class meetings per week.

First semester. Professor Czap.

**25s. Russia: A History of Late Imperial and Soviet Russia.** As Russia struggles today to redefine itself as a democratic, non-imperialist multi-ethnic state and nation with a market-oriented economy, the country's experience at the turn of the century and the early years of the Soviet era have taken on urgent relevance for Russian scholars, politicians and economists. The course will examine Russia's economic take-off and superindustrialization; collapse of the autocracy and moves toward constitutional monarchy and "Soviet democracy"; land reform and forced collectivization; Russification and Soviet multi-nationalism; ideologies of reform and revolution. We will also consider new interpretations of the 1917 Revolution that have emerged since the collapse of the Soviet Union. Three class meetings per week.

Second semester. Professor Czap.

**26. Seminar in Russian History.** The topic may change from year to year. Knowledge of Russian history, literature, or language will be helpful but not required. Core reading, individual research projects and reports. One seminar meeting per week.

Not open to Freshmen. Limited to 20 students. Second semester. Omitted 1996-97. Professor Czap.

## UNITED STATES

**28. Colonial North America.** A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Two class meetings per week.

Second semester. Professor Sweeney.

**29s. The Era of the American Revolution.** Selected topics focus on the period from 1760 to 1791. The course begins by examining the origins and course of the American Revolution. The Revolution is studied as a political, social, military, and cultural event. The remainder of the course focuses selectively on the political, social, and cultural legacy of the Revolution and on attempts by American men and women to grapple with its meaning and to shape a new nation during the late 1700s. Two class meetings per week.

Second semester. Omitted 1996-97. Professor Sweeney.

**30f. Early American Material Culture, 1600-1840.** This course provides an introduction to the interpretation of material culture as documents of early American history. It will examine the creation and use of a variety of artifacts and landscapes beginning with those of native peoples and the earliest English settlements and ending with the beginnings of the Industrial Revolution. Using resources at Historic Deerfield, Inc., the Mead Art Museum, visual evidence, and documentary sources, the course will explore the meaning of individual objects from several perspectives, utilizing approaches drawn from the disciplines of history, art history, archaeology, anthropology, and cultural geography. Two class meetings per week.

First semester. Omitted 1996-97. Professor Sweeney.

**31. Native American Histories.** This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American cultures that can be gained from documents, oral traditions, artifacts, films and other sources. Three class meetings per week.

First semester. Professor Sweeney.

**32f. Seminar: Mongrel America.** (Also Black Studies 60f.) See Black Studies 60f for description.

First semester. Professor Ferguson.

**33. African-American History from the Slave Trade to Reconstruction.** (Also Black Studies 57.) See Black Studies 57 for description.

Combined enrollment limited to 50 students. First semester. Omitted 1996-97. Professor Blight.

**34. African-American History from Reconstruction to the Present.** (Also Black Studies 58.) See Black Studies 58 for description.

Combined enrollment limited to 50 students. Second semester. Professor Ferguson.

**35s. The Civil War and Reconstruction Era.** (Also Black Studies 59s.) This course explores the causes, course, and consequences of the American Civil War, encompassing the period from the 1830s to 1877. Antebellum nationalism, sectionalism, expansionism, slavery, reform, and political culture will be examined as the backdrop for the succession crisis and the war. Major stress will also be placed on political and military leadership, the social and individual experience of total war, emancipation and the role of blacks in the struggle for their own freedom, and the international implications of the Civil War. Reconstruction is examined through several major themes: race, equality, constitutionalism, violence, political parties, the nature of social revolution and change,

and debates over the meaning and memory of the Civil War. Readings include historical narratives and monographs, primary documents, and fiction. Two class meetings per week.

Combined enrollment limited to 50 students. Second semester. Omitted 1996-97. Professor Blight.

**36. Seminar on Race and Reunion: The Memory of the Civil War.** (Also Black Studies 84). This course will explore the meaning and memory of the Civil War and Reconstruction in American cultural history from the 1870s to the 1930s. Two broad themes will be the focus of the seminar: one, the memory of slavery, emancipation, and the ideal of racial equality; and two, the memory of sectionalism, war, and reunion. Sub-themes will include the Lost Cause, the New South, veterans' organizations and the martial ideal, national reconciliation in politics, America's emergence as an imperial power, popular culture (including film), Jim Crow, racial violence, historiography of slavery and Reconstruction, black community and protest organizations, and debates over the nature of collective memory and cultural mythology. Readings will consist of history and fiction. Historical works will set the stage for a broad exploration of the contending cultural memories of the Civil War era.

Not open to Freshmen. Admission with consent of the instructor. Combined enrollment limited to 20 students. Second semester. Omitted 1996-97. Professor Blight.

**37. Toward a History of Whiteness in America.** (Also Black Studies 56f.) See Black Studies 56f for description.

First semester. Professor Ferguson.

**39s. American Diplomatic History I.** This course will survey the history of American foreign relations from the American Revolution through the First World War.

Second semester. Omitted 1996-97. Professor Levin.

**40. American Diplomatic History II.** This course will survey the history of American foreign relations from the Republican diplomacy of the 1920s through the Korean War. One three-hour seminar meeting per week.

Second semester. Professor Levin.

**41s. American Diplomatic History III.** This course will survey the history of American foreign relations from the Korean War to the end of the Cold War.

Second semester. Omitted 1996-97. Professor Levin.

**42f. Nineteenth-Century America.** A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the emergence of a modern society characterized by large-scale industry, big cities, organized democratic politics, mass culture and an imperial state. Topics will include changing ethnic, racial, gender, and class relations; the causes and consequences of the Civil War; and the rise and fall of Victorian culture. The format will include lectures and weekly discussions; readings will be drawn heavily from original sources as well as from secondary sources. Three class meetings per week.

First semester. Omitted 1996-97. Professor Couvares.

**44. The Rise of Mass Culture.** A survey of the history of modern commercial culture. The course considers the emergence of urban consumer markets and of specialized forms of production and distribution of "leisure goods" during the nineteenth century. The course will emphasize the last one hundred years in the

United States and will examine the continuing debate over the meaning and "impact" of mass culture. Topics will include advertising, popular music, radio, and television. Special attention will be paid to motion pictures as a case study of modern cultural production. Two class meetings per week.

Second semester. Omitted 1996-97. Professor Couvares.

**45s. Seminar in U.S. Cultural History.** The topic changes from year to year. The topic for 1996-97 is: "Culture Wars." The seminar will explore cultural conflicts in America from the early nineteenth century to the present. Topics may include conflicts over alcohol and drug use, over "freedom" and "objectivity" of the press, and over "decency" in movies and other forms of entertainment. Special attention will be paid to the class and ethnic roots of such conflicts. Students will be expected to write a research paper on a subject of their choice. Two class meetings per week.

Admission with consent of the instructor. Preference given to History majors. Limited to 20 students. Second semester. Professor Couvares.

**46f. Seminar in American Social and Intellectual History.** Combining social and intellectual history, this course will consider "independent intellectuals"—those not primarily associated with academic institutions, who treat a broader range of issues than most specialists, try to reach a considerable segment of the public, and as social critics hope to influence contemporary affairs. How do they find an audience or create a following? Where do they find economic, psychological, and intellectual support? If they are often radicals, can they also be conservatives? How significant has their influence been beyond a circle of like-minded individuals? After some initial inquiries into the nature of intellectuals as well as their special problems and opportunities in American society, the course turns to examination of three groups: the Transcendentalists of New England, 1830-1860 (such as Orestes Brownson, Ralph Waldo Emerson, Margaret Fuller, Theodore Parker, Elizabeth Palmer Peabody, and Henry David Thoreau), figures associated with the "Little Renaissance" centered in Greenwich Village, 1905-1925 (such as Randolph Bourne, Floyd Dell, Crystal Eastman, Max Eastman, Claude McKay, and John Reed), and the "New York intellectuals," 1935-1970 (such as Daniel Bell, Ralph Ellison, Sidney Hook, Dwight Macdonald, Mary McCarthy, and Norman Podhoretz). Students will report on one figure in each group in a context of shared general readings. Major writing for the course consists of a research paper on a theme individually agreed upon with the instructor.

First semester. Professor Hawkins.

**47s. Twentieth-Century America.** The course broadly traces United States social, political, and intellectual history from 1900 to 1980, with emphasis on tensions between liberal ideology and trends toward centralization and collectivization. Among topics considered: Progressivism, Herbert Hoover's associationalism, the New Deal, pluralism and neoconservatism, McCarthyism, the civil rights movement, Black Power, the counterculture, the New Left, the domestic experience of war, Watergate, and the energy crisis. Lectures, discussions, and film showings. Three class meetings per week.

Second semester. Omitted 1996-97. Professor Hawkins.

## LATIN AMERICA AND THE CARIBBEAN

**50. Caribbean History.** This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colo-

nialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

Second semester. Omitted 1996-97. Professor Campbell.

**51. Topics on the Caribbean and Latin America.** The topic for 1996-97 is: *Indentured Servants and Slaves: Race, Class and Ethnicity in the Recruitment and Use of Labor in Early New World Settlements*. The great emphasis of modern historians on the study of slavery in the Americas has obscured the quantitative importance of the indenture system that "was greater than that of slavery in both the early settlement of British America and the development of its economy" (David W. Galenson). This is a view also held by historians as far apart in perspective as U. B. Phillips reflecting on colonial Virginia and Maryland or Eric Williams and Hilary McD. Beckles among others, contemplating the British Caribbean. The course will examine the nature of the recruitment of white servants from Europe, the transatlantic servant trade, their age, sex, literacy, price, occupational structures, treatment, stereotyping and the social distance between white masters and white servants who were usually referred to as the "lower orders." Careful attention will be paid to the legal codes governing servants as these were to become the very basis for the treatment of slaves as their number increased. What was the relationship between servants and slaves on the plantations? How did each group respond to their treatment? Did similar material deprivation and socio/psychological subordination induce them to develop concerted patterns of resistance as the master class feared or was race too potent a factor for such cooperation? Comparisons will be made between the Caribbean and some continental colonies. Readings will include historical writings, primary source documents, including *memoirs*, court cases, legal codes, servants' petitions and censuses. Two class meetings per week.

First semester. Professor Campbell.

**52. Seminar on Peoples and Cultures of the Caribbean.** The Caribbean is a multi-cultural area arising from its ethnic diversity, encompassing Europeans, Africans, Amer-Indians, Black Caribs, Asians and others. This course will combine popular culture, folklore, and social history by examining movements such as Rastafarianism, *vaudum*, *santeria*, *pocomania*, the *Shango* cult, as well as the social content of certain musical forms like the Reggae, the Calypso, the *Son*, the *Mambo*, the *Merengue*, among others. Films, art objects, readings, discussions and guest lectures. One class meeting per week.

Limited to 25 students. Second semester. Professor Campbell.

**53s. Trade and Plunder in Latin America and the Caribbean.** The course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the basis for Spain's hegemonic claim to it; the response of Spain's maritime enemies to this monopoly particularly through their *corsairs*, privateers, pirates and *buccaneers*, and the extent to which these groups undermined Spain's hegemony as they helped the British and French especially in their empire-building in the Caribbean. Readings will include papal bulls, treaties such as Tordesillas and Godolphin, the *Requerimiento*, chronicles, eyewitnesses' accounts and historical narratives. Two class meetings per week.

Second semester. Professor Campbell.

**55. Seminar in Latin American History.** In commemoration of the 150th anniversary of the Mexican-American War (1846-1847), the topic for 1996-97 will be a study of this most important conflict from the Mexican perspective. Drawing from a variety of primary and secondary sources, we will explore the background to the conflict, the Mexican experience of the war itself, and the effects of the war on Mexican society and politics. Throughout, we will examine the meanings of the war in Mexican history and historiography.

First semester. Professor Corbett.

**56f. Colonial Society in Latin America, 1492-1810.** What were the principle characteristics of colonialism in Latin America and how can an understanding of these characteristics inform our general understanding of Latin American society today? This course examines the history of the region from the era of European conquest until the outbreak of the Wars of Independence. Readings and class discussions will cover such topics as the military and spiritual conquest of the Americas, the persistence of indigenous forms of social organization and religiosity, and the emergence of distinctly *colonial* institutions, forms of social relations and mentalities. The nature and complexity of colonial race relations, and the recurrence of insubordination and revolt against the imperial authority will be topics of particular emphasis. Two class meetings per week.

First semester. Omitted 1996-97. Professor Corbett.

**57s. Introduction to Modern Latin America, 1850 to the Present.** This course will examine the history of Latin America from social, economic and political perspectives. Latin America's participation in the world export economy, the rise of foreign investment and industrialization, and the consequent impact of these economic changes upon social relations and politics will form the central foci of the course. Course materials will include readings in history, anthropology and Latin American literature. Particular emphasis will be given to such issues as the consolidation of state power, shifting notions of communal, ethnic and national identity, the growth of popular political participation, and the changing roles of religion, kinship and class in defining individual and collective behavior in twentieth-century Latin America. The course will have a combination lecture/discussion format. Two class meetings per week.

Second semester. Professor Corbett.

**59s. U.S.-Mexican Borders.** (Also Political Science 35s.) See Political Science 35s for description.

Limited to 20 students. Second semester. Omitted 1996-97. Professor Corbett.

**60f. Latin America in the Age of Revolution, 1750-1850.** Lectures and readings will examine the economic and political processes underlying the collapse of colonialism in Latin America, the movements for independence, the construction/invention of new nations and new nationalisms, and the rise of neo-colonial Latin America. These processes will not be looked at in isolation, but understood within the global context of the rise of industrial capitalism in Europe and the political aftermath of the French and American Revolutions. Special attention will be paid to the economic and political structures of colonial Latin America, the causes of popular mobilization (or lack thereof), the nature of political leadership, and the languages of political opposition, in particular the varieties of Latin American republicanism and liberalism. This course will explore the ways in which the social and political conflicts of nineteenth-century Latin America, conducted as they were through the language of "civilization vs. barbarism," led to the creation of nations founded upon racial and ethnic

inequalities, huge income disparities, and limited political participation. Two class meetings per week.

First semester. Professor Corbett.

**61s. The Mexican Revolution and the Making of Modern Mexico.** This seminar will explore the history of twentieth-century Mexico through the prism of the Mexican Revolution (1910-1920)—the pivotal event in modern Mexican history and one whose meanings are still very much contested today. Readings and discussion in the first half of the seminar will explore the causes of social and political upheaval at the turn of the century and examine the variety of social movements within the Revolution itself. The second half of the seminar will examine post-revolutionary Mexico and the ways in which the language, images, myths and heroes of the Revolution remain very much alive, forming the basis of twentieth-century Mexican political culture. One class meeting per week.

Limited to 20 students. Second semester. Professor Corbett.

## ASIA

**62f. Chinese Civilization in Historical Perspective.** A study of the classical roots and historical development of Chinese statecraft, philosophy, religion and culture before the nineteenth century. Beginning with *The Book of Songs (Shih Ching)* and ancient shamanistic religious rituals, we will trace the interaction between elite and popular cultures in the growth of the imperial state, the Confucian tradition of statecraft and philosophy, Taoist traditions in art and science, and Buddhist religious culture. Economic transformation and the expansion of Chinese civilization are considered in comparison with European patterns. A variety of interpretations will also help us to explore the affinities and frustrations modern Chinese have felt with respect to the Chinese past. Three class meetings per week.

First semester. Professor Dennerline.

**63s. Modern China.** The course will focus on three themes that have occupied historians of China and tormented ordinary Chinese people for the past 150 years: political mobilization, the conflict of Western and Chinese cultures, and the dynamics of economic development and social control. We will explore these themes in major political events from the Opium War of 1840 to the revolution (1911-1949) and the pro-democracy movement of the 1980s, with equal attention to issues such as family structure, peasant economy, the New Culture and the identities of intellectual elites. Three class meetings per week.

Second semester. Professor Dennerline.

**64. Topics in Chinese Civilization.** The topic changes from year to year. Two meetings per week.

Second semester. Omitted 1996-97. Professor Dennerline.

**67. Japanese History to 1600.** An introduction to the distinctive ideas, society, polity, and culture of early Japan. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: Shinto mythology and the origins of Japanese civilization; the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; the Heian courtly tradition as reflected in the tenth-century literary works of women; the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; civil war and unification under the Tokugawa Shogun in the sixteenth and seventeenth centuries; and the first encounter with the West. Two class meetings per week.

First semester. Professor Brandt.



**69. Japan Since 1945.** The course will study the postwar transformation of Japan from a world military power to a pacifist, mercantilist regime. We will examine the basic political, social, and economic changes imposed by the American military occupation, 1945-52; the origins of the Japan-U.S. alliance; the causes of Japan's economic "miracle" in the 1960s and 1970s; Japan's responses to growing pressure from its major trading partners in the 1980s; the challenges of being Asia's new giant without fully rearming; and major problems of post-industrial society. Two class meetings per week.

First semester. Professor Moore.

**70. Modern Japan.** Between 1850 and 1970 Japan underwent rapid and profound change. The peaceful isolation of the Tokugawa state gave way to world-power status, wars, and finally foreign occupation. Export-driven industrialization replaced a largely self-sufficient agrarian economy. A highly stratified society of peasants and their samurai rulers became a democracy that idealized the urban white-collar middle class. How did this happen, and why? This course draws upon primary documents, literature, and film to investigate the process by which Japan became modern. We will ask what was lost as well as gained by this process for different groups within Japan, and also for Japan's nearest Asian neighbors. Two class meetings per week.

Second semester. Professor Brandt.

**71. Japan and Imperialism in East Asia.** Through discussion and lectures, this course focuses on the development of the Japanese empire, which grew to include Taiwan, Korea, and parts of China and Southeast Asia, from the mid-nineteenth century to 1945. We will draw upon a variety of theoretical approaches as we examine the cultural as well as political and socio-economic causes and effects of Japanese imperialism and colonialism. Our study will include consideration of Okinawa, Hokkaidô, and the question of "internal colonialism" as we seek to understand Japan's modern attempt to "escape from Asia." Two class meetings per week.

First semester. Professor Brandt.

## MIDDLE EAST

**72f. The Middle East from 600 to 1300 A.D.** An historical examination of Middle Eastern peoples and cultures from the rise of a new monotheistic religion (Islam) and a new ruling group (the Arabs) to the formation of a new civilization in which non-Muslims and non-Arabs also played a contributing role. Special attention will be given to the dynamism and diversity of Islam during this period and to the impact of Persians and Turks on the changing social order of the Middle East. Two class meetings per week.

First semester. Professor Petropulos.

**73s. The Middle East from 1300 to the Present.** This course extends from the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on Western penetration of the Middle East and indigenous responses to such penetration. The course will also focus on the twentieth-century quest for self-determination by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Professor Petropulos.

**79. The History of Israel.** This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. One three-hour seminar meeting per week.

First semester. Professor Levin.

## AFRICA

**81. Introduction to South African History.** This course will explore major themes in the history of a troubled country. The recent elections that dislodged the ruling racial and ethnic oligarchy of South Africa make this country unique in the post-colonial world. The course will begin by examining anthropological evidence regarding indigenous cultures, and move on to study the initiation and expansion of white settlement and the African resistance that whites encountered; the effects of gold mining; the development of racially based conflict; and African nationalism and responses to apartheid. The course will end with discussions both of recent events in South Africa and of the theoretical foundations for historical writing on South Africa. Roughly half the course will be spent on the pre-industrial period (until 1869), and half on the period after the major mineral discoveries. Two class meetings per week.

First semester. Omitted 1996-97. Professor Redding.

**82. Topics in African History.** The topic for 1996-97 is: Seminar on Race and Empire: The Creation of South Africa, 1836-1994. The seminar will focus on the development of an ideology of racism in South Africa and its interaction with the industrialization of the South African economy. Did the early frontier racism of the Dutch farmers and their conflicts with indigenous peoples lay the foundations of twentieth-century apartheid? Or was it only with the rapid industrialization of the South African economy post-1870 that systematic racism emerged? Beginning with the history of the Great Trek, we will look at the intellectual roots of white supremacy in South Africa, and discuss the development of a work force that has been stratified along both racial and gender lines. One class meeting per week.

Limited to 20 students. Second semester. Professor Redding.

**83. State and Society in Africa Before the European Conquest.** Africa has been called by one historian the social laboratory of the human species: that continent has been the birthplace of the oldest and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political take-over of the continent by Europeans in the nineteenth century and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. We will discuss the establishment of the Coptic kingdom in Ethiopia, the development of state systems in black Islamic societies and in Southern Africa, and the workings of so-called stateless societies in West Africa and the Congo (Zaire) River basin. The readings will be primarily from studies written using oral traditions and histories, and there will be some discussion of the problems of studying African societies of the past which kept no written records. Two class meetings per week.

First semester. Professor Redding.

**84. Twentieth-Century Africa.** This is a general history of Africa from the late nineteenth century to the present day. Africa is a continent of great variety—in social forms, in economic means and in historical background. Our approach will be topical as well as chronological. We will study methodological problems; the

integration of African societies into the world economy; the religious, social and ecological impact of imperialism; and the anticolonial struggles and post-colonial African states. The persistent antagonism between various forms of the state and the majority of African people will be emphasized. Three class meetings per week.

Second semester. Professor Redding.

## THE HISTORY OF SCIENCE

**87s. Science and Society in Modern America.** A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include: the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Second semester. Professor Servos.

**88f. Disease and Doctors: An Introduction to the History of Western Medicine.** Disease has always been a part of human experience; doctoring is among our oldest professions. This course surveys the history of Western medicine from antiquity to the modern era. It does so by focusing on the relationship between medical theory and medical practice, giving special attention to Hippocratic medical learning and the methods by which Hippocratic practitioners built a clientele, medieval uses of ancient medical theories in the definition and treatment of disease, the genesis of novel chemical, anatomical, and physiological conceptions of disease in the early modern era, and the transformations of medical practice associated with the influence of clinical and experimental medicine in the nineteenth century. The course concludes by examining some contemporary medical dilemmas in the light of their historical antecedents. Two class meetings per week.

First semester. Professor Servos.

**89s. Turning Points in the History of Science.** An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Second semester. Professor Servos.

## COMPARATIVE HISTORY, WOMEN'S HISTORY, AND SPECIAL TOPICS

**91. Comparative Slave Systems.** This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.

First semester. Professor Campbell.

**93. Topics in the History of Sex, Gender, and the Family.** (Also Women's and Gender Studies 20f.) The topic changes from year to year. One class meeting per week.

Limited to 20 students. First semester. Omitted 1996-97. Professor Hunt.

**96f. Resistance Movements During and After World War II.** A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. Two class meetings per week.

First semester. Omitted 1996-97. Professor Petropulos.

**77, D77, 78, D78. Senior Departmental Honors.** Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First and second semesters. The Department.

**97, H97, 98, H98. Special Topics.** Independent Reading. Full or half course.

First and second semesters.

**99. Seminar in Comparative History.** The topic changes from year to year. Two class meetings per week.

First semester. Omitted 1996-97.

#### RELATED COURSES

**Growing Up in America.** See American Studies 11.

First semester. The Department.

**Technology and Culture: From Automobiles to Computers.** See American Studies 12.

Second semester. The Department.

**The Crisis of the State in Africa.** See Anthropology 42.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. Second semester. Omitted 1996-97. Professors Goheen and Redding.

**African Systems of Belief and Knowledge in Historical Perspective.** See Anthropology 46.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1996-97. Professor Goheen.

**Seminar in Black Studies.** See Black Studies 68f for description.

Limited to 15 students; preference given to Black Studies majors of junior or senior standing. First semester. Professor Abiodun.

**Writing History.** See Classics 28.

Second semester. Professors Damon and Pouncey.

**Greek History.** See Classics 32.

Second semester. Omitted 1996-97. Professor Pouncey.

**History of Rome.** See Classics 33.

First semester. Omitted 1996-97. Professor Damon.

**The Economic History of the United States.** See Economics 28.

Requisite: Economics 11. Second semester. Omitted 1996-97. Professor Barbezat.

**Law and Social Relations: Persons, Identities and Groups.** See Law, Jurisprudence and Social Thought 28f.

First semester. Professor Umphrey.

**Religion in the Atlantic World, 1450-1808.** See Religion 32f.

First semester. Professor Wills.

**History of Christianity—The Early Years.** See Religion 45s.

Second semester. Professor Doran.

**American Religious History I.** See Religion 59s.

Second semester. Omitted 1996-97. Professor Wills.

**American Religious History II.** See Religion 60.

Second semester. Professor Wills.

**The World Columbus Found: Pre-Columbian Civilization of Latin America and the Caribbean.** See Colloquium 12.

Limited to 30 students. Second semester. Omitted 1996-97. Professors Campbell of Amherst College and Professor Proulx of the University of Massachusetts.

## KENAN COLLOQUIUM

Every three years the President selects as William R. Kenan, Jr., Professor a faculty member distinguished for scholarship and teaching. The Kenan Professor devises a colloquium or seminar, usually interdisciplinary in nature, to be taught in conjunction with one or more junior faculty members.

**17. Demystifying Technology.** The complexity of our technological environment can appear to defy rational comprehension. Nevertheless, it does not require an expert scientist or engineer to understand the essential operation of most technology. In this course we will attempt to demystify the workings of many common devices. We will investigate familiar (and some not-so-familiar) things ranging from batteries to power plants, lights to lasers, TVs to CDs. Hands-on experiences will be encouraged wherever possible. In the process, it will become apparent that appreciation of just a few underlying physical and chemical principles enables understanding of much of the technological world around us. No mathematics beyond high-school algebra and trigonometry will be assumed. This course is not intended for students who have taken or are planning on taking Physics 17 or the equivalent.

Two sections—each section will be limited to 20 students. First semester. Professors Hunter and Padowitz.

## LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 299. Students interested in a Latin American Studies major are advised of the following faculty at

the College who are available for counselling in Latin American Studies: Professors Cobham-Sander of the English and Black Studies Departments, Professors Campbell and Corbett of the History Department, and Professors Benítez-Rojo, Maraniss, and Stavans of the Department of Hispanic Language and Cultures.

Individual courses related to the Latin American area which are offered at the College include: Black Studies 32 and 37; English 55 and 93; Hispanic Language and Cultures 17, 22, 25, 31, 35, 36, 40, and 41; History 50, 51, 52, 53, 55, 56, 57, 60, and 61; Political Science 35 and 68.

## LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Kearns and Sarat (Chair), Assistant Professors Douglas and Umphrey, Visiting Assistant Professor Delaney.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices.

*Major Program.* A major in Law, Jurisprudence and Social Thought consists of a minimum of nine courses. Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives (these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture).

Courses required of all majors are: LJST 18f (The Social Organization of Law) and LJST 26 (The Image of Law in Social and Political Thought). These courses should be taken preferably during the first or second year. In addition, majors must complete one course in Interpretive Practices, and one course in Historical and Cross-Cultural Perspectives. Students should consult with their advisor to determine which courses fulfill these requirements. It is also recommended that majors take one course designated as a Seminar which will normally be limited in enrollment, emphasize independent inquiry, and require substantial writing.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a Law, Jurisprudence and Social Thought major.

*Departmental Honors Program.* The Department awards Honors to Seniors who have achieved distinction in course work for the nine courses required of all majors, have completed, in addition, a two-course Honors Tutorial (LJST 77 and 78), and have submitted a thesis of Honors quality. In special cases and with

the approval of the entire Department, a student may be permitted to devote three courses to his or her Honors project.

Students seeking to do Departmental Honors work must have a college-wide grade average of B+. In addition, they must submit, at the beginning of the first week of classes in the first semester of their senior year, a description of an area of inquiry or topic to be covered, a list of courses which provide necessary background for the work to be undertaken, and a bibliography. Students contemplating Honors work should consult with members of the Department during the second semester of their junior year to define a suitable Honors project.

Admission to the Honors Program is contingent on the Department's judgment of the feasibility and value of the student's proposal as well as on his or her preparation and capacity to carry it through to a fruitful conclusion. The Department normally requires a first draft of the Honors thesis to be submitted before the beginning of the second semester. Honors theses will be evaluated by a committee of readers whose members will make recommendations to the Department concerning level of Honors.

*Comprehensive Requirement.* All LJST majors will be required to fulfill a comprehensive requirement. For students doing Honors work, successful completion of that work will be taken to fulfill the comprehensive requirement. Others will be required to meet with the Department to discuss their work in the major.

*Post-Graduate Study.* LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

**18f. The Social Organization of Law.** (Also Political Science 18f.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with the human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

First semester. Professor Sarat.

**20. Murder.** Murder is the most serious offense against the legal order and is subject to its most punitive responses. It gives meaning to law by establishing the limits of law's authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from "ordinary murder" to serial killing and genocide) and inquiring about the differences among them. It examines the definition of homicide in different historical and cultural contexts and compares that crime with other killings which law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the increasing prevalence of murder in American urban life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear that both arose? How is murder commodified and consumed in popular culture? What is the significance of such commodification and consumption for the way it finds its way into law's own narratives? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as *Oedipus Rex*, *Crime and Punishment*, *Macbeth*, Poe's "The Black Cat," Capote's *In Cold Blood*, Arendt's *Eichmann in Jerusalem*, Mailer's *Executioner's Song*, and Theroux's *Chicago Loop*, and films such as Hitchcock's *Rope*, *Thelma and Louise*, *Silence of the Lambs*, and *Menace to Society*. Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder. To be taught as an Introduction to Liberal Studies course in 1996-97.

Second semester. Omitted 1996-97. Professor Sarat.

**21. Colonialism and Legal Theory.** From the very beginning, European colonial expansion was as much a legal as a military, political and economic enterprise. Law provided the basis for the administrative and political structures of the colonial state. This course will examine both the relationship between the historical fact of colonialism and the development of legal theory in the west from the seventeenth century to the present, and the place of law in the history of colonialism. Specific themes in major authors, such as Grotius and Hobbes on conquest, Montesquieu on the three forms of government and the institution of the harem, Burke on trusteeship, Bentham on legal codification, and John Stuart Mill on racial exceptions to representative government, will be juxtaposed with readings on political and constitutional developments in colonial regimes. We will consider the ways in which the west conceptualized forms of law and state in the east, the political issues of such constructs in the colonies, and what they reveal about law and state in Europe. We will examine how colonialism functions as a condition for the possibility of jurisprudence and legal theory. Throughout students will be encouraged to examine the interconnection between historical developments and the construction on legal knowledge.

First semester. Omitted 1996-97.

**22f. Rights and Wrongs.** This course will examine the way ideas of rightful and wrongful conduct are constructed in contemporary American legal texts and the way legal thought has confronted the paradoxes and possibilities of modern social life. It will do so through a comparison of the law of torts—private actions for personal injury—and the law of crimes—prosecutions for violations of public order. Although concerned with similar issues, these two areas of law appear to define duties, assess responsibility and impose liability in different



ways. Moreover, these two legal domains are often seen as conforming to distinct conceptions of the relationship between law and society—one holding that law should be responsive to considerations of private utility and the interests of autonomous individuals, the other viewing law as a mechanism for attaining public order and virtue. In examining torts and crimes we will confront the way law's interpretive constructs and categorical framework are imposed on social life. We will read court decisions and theoretical essays on the justification for punishing attempted but unsuccessful harms, including attempted suicide, and the conflict between private rights and public benefits in cases on environmental pollution and injuries resulting from dangerous, but socially useful, products.

First semester. Professor Kearns.

**23. Legal Institutions and Democratic Practice.** This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, the internment of Japanese-Americans at the end of World War II, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

First semester. Professor Douglas.

**24f. Property, Liberty and Law.** What we call property is enormously important in establishing the nature of a legal regime. Moreover, an exploration of property offers a window on how a culture sees itself. Examining how property notions are used and modified in practice can also provide critical insights into many aspects of social history and contemporary social reality.

We will begin our discussion of property by treating it as an open-ended cluster of commonplace and more specialized notions (e.g., owner, gift, lease, estate) used to understand and shape the world. We will look at how the relation of property to such values as privacy, security, citizenship and justice has been understood in political and legal theory and how different conceptions of these relations have entered into constitutional debates. We will also study the relationship of property and the self (How might one's relation to property enter into conceptions of self? Do we "own" ourselves? our bodies?, or likenesses?, our thoughts?), property and everyday life (How are conceptions of property used to understand home, work and community?) and property and culture, (Do our conceptions of property influence understandings of cultural differences between ourselves and others? Does it make sense to claim ownership over one's ancestors?). In sum, this course will raise questions about how property shapes our understandings of liberty, personhood, agency and power.

First semester. Omitted 1996-97.

**26. The Image of Law in Social and Political Thought.** Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the rad-

ical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by Plato, Augustine, Blackstone, Marx, Freud, and such contemporary thinkers as Judith Shklar and Roberto Unger.

Second semester. Professors Kearns and Douglas.

**27. Justice and Injustice in Law and Legal Theory.** Law and justice seem indissolubly linked. Justice without law, where it exists at all, is a precarious good. And without justice, law is an ominous spectre, threatening to violate its own ends. But even these important platitudes invite challenge. Justice can sometimes be found in a variety of associations and institutions (i.e., in families and between friends) where law is largely absent. Moreover, it seems certain that even if justice is the *first* virtue of law, it is not law's *sole* virtue. There are other goods—among them, security, efficiency, and liberty—with which justice competes and sometimes loses. The link between law and justice seems suddenly complicated.

In this course we will study the contested meanings of justice in literature and philosophy, but our focus will be on justice in its legal forms (e.g., in connection with reparations, punishment, due process, and equal protection). To what extent is legal justice a realizable ideal? Is it possible to insulate legal justice from the political, social and economic inequalities that pervade life outside of law? In what ways do the forms of legal justice limit law's capacity to contribute to yet other ends of justice? Are the ideals of legality (e.g., impartiality, neutrality, and objectivity) incompatible with the attempt to achieve justice through law?

Materials for the course will include numerous judicial opinions, the writings of both classical and contemporary authors (e.g., Aristotle, Dickens, Hayek, MacKinnon, Nozick, Plato, Posner, Rawls, and Shklar), and several films.

First semester. Omitted 1996-97. Professor Kearns.

**28f. Law and Social Relations: Persons, Identities and Groups.** This course will explore the tangled history of social difference and dominance in American law. We will examine the contradictions and tensions inherent in legal meanings of identity in the context of laws concerning race and ethnicity, gender, religion, class, and sexual orientation. Which identities have been included and which have been excluded from legal protection at specific historical moments, and why? How historically contingent is the content of, for example, the category of "race" in equal protection analysis? What tensions have emerged in different eras between the competing constitutional values of individual liberty and social equality? We will read both constitutional cases and works of fiction, as well as historical and contemporary legal commentary, and will focus particularly on interpretations of the First and Fourteenth Amendments.

First semester. Professor Umphrey.

**30. The Rhetoric of Law: Proof and Persuasion in the Legal Process.** This is a course about law as discourse, proof, and persuasion. We will study the unusual ways legal narratives are constructed and examine the rhetoric of law as it reveals what is regarded as important in the legal process. We will study law as a process of storytelling in which legal skill is revealed in the construction of persuasive narratives. We will compare common sense, philosophical and liter-

ary conventions of speech, knowing and proof to the methods of law. Specific attention will be paid to the rhetoric of the trial, to the rules of evidence that govern its production, and to the truthfulness and reliability of the stories that emerge in adversarial proceedings. These stories will be considered in light of their re-reading and re-negotiation by appellate judges and others within the hierarchy of law. This consideration will lead us to inquire about the relationship between the rhetoric of law and other rhetorical/narrative modes. How do all narratives, by patrolling desire, disciplining discourse and policing the range of expression, perform functions which can be identified as legal? Finally, we will consider how judges and lawyers respond to alternative narrative strategies—strategies which subvert the controlled discourse of law, open up new narrative worlds, or insist that law attend to the social world kept at a distance by its own rhetorical conventions. Materials will include trial records, lawyers' arguments, judicial opinions, as well as material drawn from philosophy, literature, literary theory, and the sociology of law.

Second semester. Omitted 1996-97. Professor Sarat.

**33. Race, Place, and the Law.** Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

First semester. Professor Delaney.

**34f. Law, Crime and Cultural Processes: An Historical Account.** Crime and criminality are the sites where law most directly and forcefully intervenes in everyday life through ritual and spectacle, through the construction of boundaries between kinds of behaviors or types of individuals and through direct physical violence and the containment of bodies (in the stocks or on the gallows, in prisons, in asylums, or on electronic tethers). On the one hand, crime and criminality are concepts embedded in culture, and their often contradictory meanings vary over time and according to social status.

This course will examine the interconnected concepts of crime and criminality historically, tracing shifts in the meanings of state prohibitions from sin to crime, and from crime as behavior to criminality as identity. Necessarily, then, we will ask questions about the kinds of crime most feared at any given moment; the construction of the criminal both doctrinally and culturally as a gendered, classed, and racialized person; and justifications used by the state to punish crime

and discipline criminals. To understand the history of "crime" we will draw on a broad range of materials, from specific trials and legal opinions to popular cultural materials (fiction, photographs, films), as well as social theories and histories of criminality.

First semester. Omitted 1996-97. Professor Umphrey.

**36. Accusation and Confession.** For an individual suspected of wrongdoing, the power of law is revealed most acutely at the moment of accusation. The accused finds himself wrenched from his everyday life, pitted against the mobilized resources of the state, his innocence called into question. At the same moment that accusations are made, complex procedures designed to protect the accused from the naked force of the state are set into motion. This course will examine the legal process of accusation, the human experience of being accused, and the unusual and often perplexing means by which judgments about guilt and innocence are made in the American legal system. What is the meaning of a presumption of innocence when the very act of accusation exposes the individual to a withering implication of guilt? How do we interpret the accused's right to silence when the very idea of being accused seems to demand a response? How can we best understand the claims of innocence or the confessions that individuals offer in the face of accusation? How does the legal concept of "guilt" comport with the same notion as presented in works of literature and philosophy?

Second semester. Professor Douglas.

**38. Artistic Representation and Legal Regulation.** Both the judicial and the artistic temper strive to order the world meaningfully, yet often the legal and the creative find themselves in conflict. This course will undertake a broad investigation of the relationship between law and the creative arts. What role should law play in the cultural life of a community? What can we learn about the law by studying its preoccupation with artistic creation? How does the law authorize and restrain creative work through such concepts as "originality," "defamation," and "obscenity"? What are the judicial and aesthetic consequences of the law's attempt to protect the "fruits of creative labor" through doctrines of intellectual property such as copyright? How have these doctrines evolved historically and can they be applied to contemporary cultural artifacts? These inquiries will lead us to consider the nature of the aesthetic response to legal interventions in the art world: How is the law imagined and constructed in contemporary cultural representations? Materials include contributions to aesthetic and legal theory, literature and film, as well as selected cases.

Second semester. Omitted 1996-97. Professor Douglas.

**39s. Re-Imagining Law: Feminist Interpretations.** (Also Political Science 39s.) See Political Science 39s for description.

Open to Juniors and Seniors. Second semester. Omitted 1996-97. Professor Bumiller.

**40. Law's Madness.** Law holds itself out as a system of rules based in reason, a means of ordering a disordered world. This course will focus on the underside of that claim, exploring the sites of irrationality and incoherence that rupture law's armor of cool logic. We will inquire into the ways law attempts to grapple with and control human irrationality even as it depends upon irrational means and methods of solving crimes and rendering judgments. Moreover, we'll ask what prompts law to assert (or overdetermine) its own coherence. Can we read law as itself having a personality subject to internal disruption? As displaying the symptoms of an hysteric or a schizophrenic? Can we psychoanalyze law, inquiring into its desires and repressions, its very psychic structure?

Or does it operate as a projection of our own desire for rationality—our own, displaced superego? And how do literature and psychoanalytic theory deploy such images of law as the ground upon which to constitute the very idea of madness? To explore these questions we will rely on legal theory and case materials, cultural and psychological theory, fiction and film.

Second semester. Professor Umphrey.

**41. Interpretation in Law and Literature.** Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the “excellence” of our interpretations? How can the critic or judge continue to claim to read in a manner deemed “authoritative” in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which “there are no facts, only interpretations.” This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Limited to 20 students. First semester. Professor Douglas.

**42f. Policing: Legal Practices and Popular Imagination.** The word “policing” suggests an act or a process, the construction and supervision of borders, the constant demonstration and imposition of authority or force over a person, group, behavior, or space presumed to be a threat to order. This course will explore policing as both a material practice and a cultural trope. We will examine the history of the police and various police tactics for maintaining order, constantly bearing in mind the blurred line between the police and the criminal, their interdependent identities and violent underpinnings. At the same time, we will consider “popular” policing and various kinds of social regulation as extensions of the state’s police power. On still another level, we will search out policing as a cultural phenomenon and an epistemological category. What is the relation between policing and detection? Between policing and surveillance? What role do the imaginary and the aesthetic play in giving meaning to the idea of policing? How are these meanings inscribed in popular cultural forms (the roman policier, the journalistic exposé, *film noir*) and contemporary life (home-video culture, on-the-job surveillance)?

First semester. Professor Umphrey.

**43s. Law’s History.** History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or “precedent.” Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts, and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial?

Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

Limited to 20 students. Second semester. Professor Umphrey.

**44. The Civil Rights Movement: From Moral Commitment to Legal Change.** In America the term "civil rights" conventionally signifies rights of minorities and, more specifically, rights of African-Americans. It is also sometimes claimed that the expansion of these rights entailed imposing limitations on the rights of others. This course challenges these understandings by examining the idea that all Americans have "civil rights" and that the distribution of civil rights in society need not mean limiting the rights of one group to advance the interests of another. We will explore these propositions through a study of the influence and impact of the Civil Rights Movement from the 1950s to 1970s on American law and American society more generally. We will examine how political movements mobilize moral commitment and the ways such commitment is received in or by legal institutions. After a survey of important legal and social changes brought about by civil rights advocates, we will look at how such changes inspired the contemporary struggles of Native Americans, women, and poor people. In addition, we will examine the meaning of legal equality and recent controversies about affirmative action. Throughout, we will seek to understand how law is changed as well as how law contributes to social change.

Second semester. Professor Delaney.

**46. Post-Colonial Law and Culture.** Elements of European law were inextricably linked to large scale processes we call colonization. Similarly, post-colonialism, in its various forms, has involved complex legal transformations. The objectives of this course are, first, to survey the involvement of legal phenomena in post-colonial political-cultural reconstructions and, second, to examine how the legacy of colonialism has worked changes in understandings of law itself. The course will be organized around the following set of questions: (1) What influence did European legal forms have on everyday life in the late colonial period? Emphasis here will be on issues of land and labor; (2) How were elements of western legality deployed by nationalist de-colonization movements? Here we will look at how normative claims of equality, self-determination and justice were used to challenge colonialism and how post-colonial constitutionalisms in various countries have attempted to constitute peoples as a "people"; (3) How might we understand the emergence of global legal consciousness in the generation after formal decolonization? Our focus here will be on the involvement of law in global environmental, human rights and indigenous movements; (4) How might post-colonial cultural theory help us to reassess the role of law in global social transformations?

Second semester. Omitted 1996-97.

**47. Law and Political Emergency.** Political emergency is a large category which can include moments of riot and rebellion, constitutional crisis, and war. Although it may coincide with criminal and violent activity, political emergency is essentially different from crime. As recent events—the Los Angeles riots, the situation on the West Bank, President Yeltsin's dissolution of the Russian Parliament—have shown, political emergency is very much part of our world today. Focusing on current as well as historical cases, and the work of dif-

ferent legal theorists, we will consider the history and theory of the concept of emergency. What happens to legal institutions during war time? What happens within a legal system during moments of riot, rebellion, even revolution? How does a legal system regulate and control the massive force used to suppress such uprisings? What happens when the constitution and legal system are themselves challenged by a new revolutionary government? Some of the examples we will consider in this course include the suppression of riots in eighteenth and nineteenth century England; the cases of martial law and massacre in colonial Jamaica and India; the situation in the U.S. during World War II; and constitutional crises and military coups.

First semester. Omitted 1996-97.

**77, 78. Senior Departmental Honors.** Independent work under the guidance of a tutor assigned by the Department. Open to Senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

**97, 98. Special Topics.** Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

#### RELATED COURSES

**History of Anthropological Thought.** See Anthropology 23.

Not open to Freshmen. First semester. Professor Gewertz.

**Economic Anthropology and Social Theory.** See Anthropology 43s.

Second semester. Professor Goheen.

**Philosophy, Race and Racism.** See Black Studies 72f (also Philosophy 22f).

First semester. Omitted 1996-97. Professor Gooding-Williams.

**"The Linguistic Turn": Language, Literature and Philosophy.** See English 54f.

First semester. Omitted 1996-97. Professor Parker.

**Literature of the Civil Rights Movement.** See English 67s.

Second semester. Omitted 1996-97. Professor Townsend.

**Critical Theory.** See French 34f.

First semester. Omitted 1996-97.

**Modern European Thought.** See History 13s.

Limited to 25 students. Second semester. Omitted 1996-97. Professor Halsted.

**Topics in African History.** See History 82.

Limited to 20 students. Second semester. Professor Redding.

**Justice, the Good, and the State: The Classical Tradition in Political Philosophy.** See Philosophy 25.

First semester. Omitted 1996-97. Professor Gentzler.

**Themes in Modern Political Philosophy.** See Philosophy 26.

Second semester. Omitted 1996-97. Professor George.

**Ethical Theory.** See Philosophy 34.

Requisite: One course in philosophy or consent of the instructor. Second semester. Professor Kearns.

**Political Theory from Hobbes to Nietzsche.** See Political Science 28.

Second semester. Professor Villa.

**International Legal Theory.** See Political Science 38.

Requisite: An introductory course in world politics and one of Political Science 18, 21, 33, 42, or 45. Second semester. Professor Machala.

**The American Constitution I: The Structure of Rights.** See Political Science 41.  
First semester. Professor Arkes.

**The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws."** See Political Science 42.  
Second semester. Professor Arkes.

**Seminar in Constitutional Law: The Law of Presidential Power.** See Political Science 58.

Limited enrollment. Admission with the consent of the instructor. Second semester. Omitted 1996-97. Professor Arkes.

**Punishment and Political Order.** See Political Science 60.  
Second semester. Omitted 1996-97. Professor Dumm.

**The Islamic Religious Tradition.** See Religion 17.  
First semester. Omitted 1996-97. Professor Elias.

**Ancient Israel.** See Religion 21.  
First semester. Professor Niditch.

**Reading the Rabbis.** See Religion 41s.  
Second semester. Omitted 1996-97. Professor Niditch.

**Foundations of Sociological Theory.** See Sociology 15.  
First semester. Professor Himmelstein.

**Sociology of Conflict and Conflict Resolution.** See Sociology 39s.  
Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Omitted 1996-97. Professor Dizard.

**Topics in Feminist Theories I: Practices of Race and Gender Resistance.** See Women's and Gender Studies 23s.  
Second semester. Omitted 1996-97. Professor Bumiller.

**Topics in Feminist Theories II: Identifying Bodies.** See Women's and Gender Studies 24f.  
Limited to 20 students. First semester. Professor Barale.

## LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Anthropology and Sociology, Asian Languages and Civilizations, English, Mathematics and Computer Science, and Psychology. The University of Massachusetts offers a wide variety of classes on both the undergraduate and graduate levels in linguistic theory, phonology, syntax, and semantics; Hampshire College and Smith College offer courses as well in language acquisition and cognitive science. Students interested in creating an interdisciplinary major in linguistics are advised to consult Professor Wako Tawa, Department of Asian Languages and Civilizations, Amherst College.

**Language: Its Structure and Use.** See Asian 34.  
Limited to 20 students. Second semester. Omitted 1996-97. Professor Tawa.



**Compiler Design.** See Computer Science 37.

Requisites: Computer Science 14 and 21. First semester. Omitted 1996-97.

**"The Linguistic Turn": Language, Literature and Philosophy.** See English 54f.

First semester. Omitted 1996-97. Professor Parker.

**Mathematical Logic.** See Mathematics 34.

Requisite: Mathematics 15, 25, or 28, or consent of the instructor. Second semester. Omitted 1996-97.

**Philosophy of Language.** See Philosophy 36f.

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor A. George.

## MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost‡ (Chair, first semester), Bailey†, Cox, Denton, Starr (Chair, second semester), and Velleman; Associate Professors Call, C. McGeoch, L. McGeoch, and Rager; Visiting Assistant Professor Sykes.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields. Non-majors who seek introductory courses are advised to consider Mathematics 5, 11, 15, and Computer Science 11, none of which requires a background beyond high school mathematics.

### Mathematics

*Major Program.* The minimum requirements for the Mathematics major are Mathematics 11, 12, 13, 25, 26, 28, and at least three other courses in Mathematics numbered 14 or higher. In addition, a major must complete two courses outside Mathematics which demonstrate significant applications of mathematics. These may be chosen from Physics 16 or 32, Physics 17 or 33, Economics 46, or other courses approved in writing by the Chair of the Department.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Departmental Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

For students considering a double major in Mathematics and Computer Science, the course requirements for both majors may be satisfied by completing the Mathematics major and taking Computer Science 11, 14, 21, 31, and three Com-

†On leave first semester 1996-97.

‡On leave second semester 1996-97.

puter Science electives. Mathematics 38, which is cross-listed as Computer Science 38, may not be counted toward both majors.

All students majoring in Mathematics are expected to attend the departmental colloquium during their junior and senior years.

*Comprehensive Examination.* A comprehensive examination for *rite* majors will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 25, and a choice of Mathematics 26 or 28. A document describing the comprehensive examination can be obtained from the Department Secretary.

*Departmental Honors Program.* Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Secretary. Before the end of the junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

**5. Calculus with Algebra.** Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 prerequisite, Mathematics 5 alone is not.

First semester. Professor Cox.

**6. Calculus with Elementary Functions.** Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Cox.

**11. Introduction to the Calculus.** Basic concepts of limits, derivatives, anti-derivatives; applications, including Newton's method; the definite integral,

simple applications; circular functions; logarithms and exponential functions. Four class hours per week.

First semester. The Department.

**11s. Introduction to the Calculus.** Same description as Mathematics 11.

Second semester. The Department.

**12f. Intermediate Calculus.** A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. First semester. The Department.

**12. Intermediate Calculus.** Same description as Mathematics 12f.

Second semester. The Department.

**13. Multivariable Calculus.** Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professor Armacost and a Professor to be named.

**13s. Multivariable Calculus.** Same description as Mathematics 13.

Second semester. Professor Starr.

**14. Introduction to Probability.** This course explores the nature of probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models with minimal appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Second semester. Omitted 1996-97.

**15s. Discrete Mathematics.** This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory and logic with emphasis on mathematical induction; basic counting principles; relations and equivalence relations; graph theory and algorithms related to graphs; simple algebraic systems. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor Starr.

**16. Chaotic Dynamical Systems.** Given a system such as the weather, the stock market or the population of a large city, there are many questions that can be asked about its long-term behavior. A Dynamical System is a mathematical

model of such a system, and in this course, we will study dynamical systems from a mathematical point of view. In particular, we will describe the various ways in which a dynamical system can behave, and we will discover that some very simple systems can have surprisingly complex behavior. This will lead to the notion of a chaotic dynamical system. We will also discuss Newton's method, fractals, and iterations of complex functions. Three class hours per week plus a weekly one-hour computer laboratory. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Second semester. Omitted 1996-97.

**17. Introduction to Statistics.** Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's  $t$ , and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Denton.

**18. Introduction to Combinatorics.** A study of the important methods and theorems of an area of mathematics which has undergone a renaissance in recent decades: combinatorial mathematics. This subject is concerned with patterns in collections of objects, with the two principal questions being those of existence and of enumeration: Are there patterns of a particular sort, and, if so, how many? For example, given ten tasks of known duration, three workers, and a guide to the order in which tasks may or may not be completed, is it possible to carry out all the tasks in one day? If so, in how many different ways, and at what costs in time or resources? A different example is provided by the design of a conduit network in a new building, in order that a certain level of communication capacity be provided. Here the goal might be the most economical network among those which satisfy given functional constraints. The course will study counting methods, graphs, generating functions, recurrence relations, and the principle of inclusion and exclusion. Applications may be explored among areas such as discrete probability, operations research, coding theory, experimental designs, computer algorithms, nonparametric statistics, and recreational mathematics. Four class hours per week.

Requisite: Mathematics 12. Second semester. Omitted 1996-97.

**20. Differential Equations.** The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Cox.

**23. Topics in Geometry.** The topics and requisites may change from year to year. The anticipated topics for fall 1997 will be Euclidean geometry in  $n$  dimensions and non-Euclidean geometry in the plane. The first part of the course will study the relation between geometry and linear algebra. We will study  $n$ -dimensional generalizations of dot product and see what sorts of matrices and linear transformations interact nicely with geometric ideas of length and angle. There will be applications to "real-world" systems of equations where the geometry will help solve the equations. If time permits, we will

study rigid motions of space and symmetries of wallpaper patterns and regular polyhedra.

The second part of the course is closely related to the Euclidean geometry studied in high school. The difference is that by dropping one of Euclid's axioms (the so-called "parallel postulate"), we will get a different kind of geometry where we still have geometric objects like triangles and circles, but many of the theorems and formulas are different. For example, the sum of the angles of a triangle will always be less than 180 degrees, and this sum will determine the area of the triangle. This has interesting consequences concerning similar triangles. We will also consider the fascinating history of non-Euclidean geometry. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 25 or consent of the instructor. First semester. Omitted 1996-97.

**24. Theory of Numbers.** An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Professor Velleman.

**25. Linear Algebra.** The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Cox.

**26. Groups, Rings and Fields.** A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Call.

**28. Introduction to Analysis.** Completeness of the real numbers; topology of  $n$ -space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Denton.

**31. Functions of a Complex Variable.** An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. First semester. Professor Starr.

**34. Mathematical Logic.** An introduction to the mathematical study of deductive reasoning, focusing on the strengths and limitations of the use of deduction in mathematics. Topics will include the propositional and predicate calculi, deduction and validity, Gödel's completeness and compactness theorems, incompleteness and undecidability. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15 (formerly Mathematics 10), 25 or 28, or consent of the instructor. Second semester. Omitted 1996-97.

**35. Topics in Algebra.** The topic for fall 1996 will be the arithmetic geometry of elliptic curves. An elliptic curve is the set of zeros of a cubic polynomial in two variables. If the polynomial has rational coefficients, it is natural to ask for a description of those zeros whose coordinates are either integers or rational numbers. Our study of elliptic curves will focus on this fundamental problem and reveal a fascinating interplay between algebra, geometry, analysis and number theory. Among the topics we will discuss are the geometry and group structure of elliptic curves, the Nagell-Lutz theorem describing points of finite order, and the Mordell-Weil theorem on the finite generation of the group of rational points. Additional topics may include field extensions, the Thue-Siegel theorem on the finiteness of the set of integer points, and Lenstra's algorithm using elliptic curves to factor large integers. By bringing together techniques from a wide range of mathematical disciplines, we plan to illustrate the unity of modern mathematics and introduce active areas of research. In particular, we will discuss how the theory of elliptic curves played the crucial role in Wiles' proof of Fermat's Last Theorem. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26 or consent of the instructor. First semester. Professor Call.

**38. Theoretical Foundations of Computer Science.** (Also Computer Science 38.) See Computer Science 38 for description.

Requisite: Computer Science 11 and Mathematics 15 (formerly Mathematics 10), 26, or 28 or consent of the instructor. Second semester. Professor L. McGeoch.

**42. Functions of a Real Variable.** An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Omitted 1996-97.

**44. Topology.** An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Professor Bailey.

**77, 78. Senior Departmental Honors.**

Open to Seniors with the consent of the Department. First and second semesters. The Department.

**97, 98. Special Topics.** Independent Reading Course.

First and second semesters. The Department.

#### RELATED COURSE

**Philosophy of Mathematics.** See Philosophy 50.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Professors A. George and Velleman.

## Computer Science

*Major Program.* The minimum requirements for the Computer Science major include Computer Science 11, 14, 21, and 31, and three additional Computer Science courses numbered above 21. In addition, a major must complete Mathematics 11, one of Mathematics 15, 26, and 28, and one other Mathematics course numbered 12 or higher. (Note that Mathematics 15 was formerly Mathematics 10.) In meeting these requirements, a course cross-listed under both Computer Science and Mathematics may not be counted as both a Computer Science course and a Mathematics course.

Students with a strong background may be excused from taking Computer Science 11 and/or Mathematics 11. It is recommended that such students take the appropriate Advanced Placement Examination and consult with a member of the Department in the first year. If excused from both, a major must take one additional elective in Computer Science. Majors should complete Computer Science 11, 14, and 21, Mathematics 11, and one of Mathematics 15, 26, and 28 before the junior year.

Students who matriculated before 1996 may graduate with a degree in Computer Science by fulfilling either the requirements listed above or those listed in the 1995-96 Catalog.

Participation in the Departmental Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department in the junior year to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the senior year.

Students considering a double major in Computer Science and Mathematics should consult the Mathematics section of the catalog to find the requirements for the double major.

All students majoring in Computer Science are expected to attend the departmental colloquium during their junior and senior years.

*Comprehensive Examination.* A comprehensive examination for *rite* majors will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Computer Science 11, 14, 21, and 31. A document describing the comprehensive examination can be obtained from the Department Secretary.

*Departmental Honors Program.* Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Secretary. Before the end of the junior year, a thesis topic or project will be selected by the Honors candidate in conference with a member of the Department. The candidate will write a report in the form of a thesis, and will report to the departmental colloquium on her or his thesis work during the senior year.

**11. Introduction to Computer Science.** This course introduces ideas and techniques that are fundamental to computer science. A selection of introductory topics will be presented, including: the historical development of computers,

comparison and evaluation of programming languages, algorithmic methods, structured design techniques, and artificial intelligence. Students will gain a working knowledge of a programming language, and will use the language to solve a variety of problems illustrating ideas in computer science. A laboratory section will meet once a week to give students practice with programming constructs. Three class hours and one one-hour laboratory per week.

No previous experience with computers is required. First semester. Professor L. McGeoch.

**11s. Introduction to Computer Science.** Same description as Computer Science 11.

Second semester. Professor C. McGeoch.

**14. Introduction to Computer Systems.** This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor Rager.

**21. Data Structures.** A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11. First semester. Professor Rager.

**21s. Data Structures.** Same description as Computer Science 21.

Requisite: Computer Science 11. Second semester. Omitted 1996-97.

**23. Programming Language Paradigms.** The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore these paradigms and discuss the major ideas underlying language design. We will apply formal methods to analyze the syntax and semantics of programming languages. Several languages will be introduced to illustrate ideas developed in the course. Three class meetings per week.

Requisite: Computer Science 21 or consent of the instructor. First semester. Professor C. McGeoch.

**24f. Artificial Intelligence.** An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech



recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Three class hours per week. Offered in alternate years.

Requisite: Computer Science 11. First semester. Professor Rager.

**31. Algorithms.** This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21, and Mathematics 15 (formerly Mathematics 10), 26, or 28 or consent of the instructor. First semester. Professor C. McGeoch.

**32. Computer Graphics.** Computer graphics is concerned with producing pictures and using computational machinery ranging from page layout to sophisticated animation. It gives a means for visualizing large sets of data generated by scientific experiments, medical studies, and simulations; it provides a powerful tool for design and engineering; and it is a vital addition to entertainment and the arts. In this course, basic techniques for producing images of three-dimensional scenes will be studied. After learning the fundamentals of graphics hardware and managing two-dimensional images, we will consider the following topics: Methods for producing and representing three-dimensional objects; the transformations and projections required to position objects relative to one another and to project them into the image plane; algorithms for hidden-line and hidden-surface removal; and further topics such as surface modeling, lighting, texture, and ray-tracing. The course will involve reading and programming assignments, and will develop the necessary linear algebra as required. Three class hours per week.

Requisites: Computer Science 21. Second semester. Omitted 1996-97.

**37. Compiler Design.** An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as Pascal, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Omitted 1996-97.

**38. Theoretical Foundations of Computer Science.** (Also Mathematics 38.) This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: sets, maps, rela-

tions, elements of graph theory, regular, context-free and context-sensitive languages, finite state automata, Turing machines, computable and non-computable functions and the halting problem. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 15 (formerly Mathematics 10), 26 or 28 or consent of the instructor. Second semester. Professor L. McGeoch.

**39s. Principles of Operating System Design.** An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. Second semester. Professor L. McGeoch.

**40f. Seminar in Computer Science.** The seminar topic changes from year to year. Students will read papers on an advanced topic in computer science and give class presentations and written commentaries about them.

Requisite: Computer Science 21 or consent of the instructor. First semester. Omitted 1996-97.

**77, 78. Senior Departmental Honors.** Open to Seniors with consent of the Department.

First and second semesters. The Department.

**97, 98. Special Topics.** Independent Reading Course.

First and second semesters. The Department.

## MELLON SEMINAR

The Andrew W. Mellon Professorship is awarded for a three-year period to a member of the faculty whose scholarship and teaching transcend normal disciplinary lines. The Mellon Professor contributes to the continuing process of curriculum revision and revitalization by developing courses or colloquia exploring new ways to teach and learn in his or her area of interest and inquiry.

## MUSIC

Professors Kallick (Chair), Reck, and Spratlan, Valentine Professor Schwarz, Assistant Professor Ferrist, Lecturer Jaffe.

The Music Department offers a full range of courses for students with or without previous musical experience. Students not familiar with music notation who seek a first course in music are advised to consider Music 11, 13, 16, 17, 24, and 27. (Students who are particularly interested in learning to read music are advised to enroll in Music 11.) Students familiar with music notation who seek a first course in music are advised to consider Music 12, 13, 18, 19, 20, 21, 22, 23,

†On leave first semester 1996-97.

24, 27, 35 and 69. Students with a background in music theory who seek a first course in music might also be qualified to enroll in Music 31. (Students contemplating a major in music are advised to elect Music 31 no later than the fall of their sophomore year.)

*Performance.* Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. Students who wish to elect performance for credit must meet the criteria outlined under the heading PERFORMANCE on page 225. For 1996-97 the fee for each semester course will be \$375, for which the student is fully committed following the fourteen-day add/drop period. Those students who elect performance for credit and are receiving financial aid will be given additional scholarship grants in the full amount of these fees. See the music department secretary for information regarding instructors in this program.

*Major Program.* The Department offers the major in Music with an option of Departmental Honors work in music theory, music history, composition, ethnomusicology, or performance. The Department requires that majors have a thorough grounding in the traditional aspects of the discipline: music theory, analysis, criticism, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition and performance, and the study of world music traditions and jazz.

Eight semester courses in music—six required, two elective—are needed to complete the major. The following courses are required: Music 21, 22, 31, 32, 33, and either 23 or 34. These requirements apply to students declaring a major after May 31, 1995.

The Department of Music urges all prospective majors to consult with a member of the department early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five College Interchange. (For example, courses in African-American music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College.) Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

*Comprehensive Examination.* All majors must successfully complete a comprehensive examination in the senior year.

*Departmental Honors Program.* In the senior year a student may elect to do Honors work. This may result in a critical thesis (historical, theoretical, or ethnomusicological), a major composition project, or a full recital. In preparation for this work, a student will ordinarily elect a number of courses in a field of concentration beyond those required. The thesis course, Music 77-78, should be elected in the senior year. A student interested in Honors work should consult with his or her advisor during the junior year. Any student intending to do an Honors project in any area of music must submit a proposal to the Music Department for approval if possible by the end of the junior year.

## INTRODUCTION TO MUSIC

**11s. Introduction to Music.** This course is intended for students with little or no background who would like to develop a theoretical understanding of how

works of music are put together. The course will begin by teaching musical notation and will then cover such topics as melody, rhythm and meter, counterpoint, and harmony. We will listen to and discuss numerous pieces, primarily drawn from the Western tonal tradition. There will also be opportunities for active musical participation through group singing and rhythmic exercises. Course work will include regular listening and reading assignments, short papers and rudimentary analyses. No previous knowledge of music is necessary. This course serves as a requisite for many of the music department offerings. Three class meetings and one listening session per week.

Second semester. Professor Ferris.

**12f. Exploring Music.** Through listening and the analysis of a selection of classical and popular masterworks spanning from J.S. Bach to the Beatles, we will build a solid working understanding of the thought processes and techniques which underlie the creation of melody, harmony, rhythm, texture, orchestration, form and ultimately, musical style. Creative assignments will include writing four-part chorale harmonizations and brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. A lab session will provide ear- and musicianship-training. Three class meetings per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. First semester. Professor Reck.

**13. Music, Psychoanalysis, and Contemporary Culture.** In this course we will explore contemporary western culture as represented in a wide variety of classical and popular musics ranging from Harvey Sollberger, Luciano Berio, Karl Husa, John Adams, Death Metal, Diamanda Galás, Primus, Nine-Inch-Nails, John Zorn, and others. We will use the psychoanalytic writings of Slavoj Žižek and recent film theorists to relate these musics to other areas of cultural production including performance art, the visual arts, and film. Two class meetings per week.

Limited to 40 students. First semester. Professor Schwarz.

**16. Discovering Music.** This introductory course will teach those with little or no musical background to listen to music with greater understanding. The development of aural skills will enable students to identify and differentiate a wide range of styles and genres from throughout Western music history, including song, prelude and fugue, sonata, and opera. Course work will involve intensive listening assignments, as well as readings, and the exams will include listening identification questions. No musical background necessary. Three class meetings and one listening section per week.

Second semester. Professor Ferris.

**17. Seminar in Music for Non-Majors.** A course designed for the intensive study of a topic in music for those with little or no knowledge of musical notation. The topic changes from year to year.

Limited to 15 students. First semester. Omitted 1996-97.

#### STUDIES IN MUSIC HISTORY AND CULTURE

**18. The Mystery and Magic of J. S. Bach.** An exploration of the life and music of J. S. Bach (1685-1750) following his career from Arnstadt to Leipzig, and including the great organ works; the keyboard, chamber, and orchestral music from the two-part inventions and *Well-Tempered Clavier* to the *Brandenburg Concertos*; the solo violin and cello works; the cantatas, *St. Matthew Passion*, *b minor*

*Mass*, and other choral masterpieces; and the unique concepts of *The Musical Offering* and *The Art of the Fugue*. Three class meetings per week.

Recommended requisite: Reading knowledge of music. Second semester. Professor Reck.

**19s. Reading Opera.** The topic changes from year to year. Two class meetings per week.

Requisite: Music 11 or 12 or consent of the instructor; ability to read music preferred but not required. Second semester. Omitted 1996-97.

**20. Seminar in Music History.** The topic changes from year to year. Two class meetings per week.

Requisite: Music 11 or 12 or consent of the instructor. Limited to 15 students. Second semester. Omitted 1996-97.

**21. Music and Culture I.** One of three courses in which "classical" and "popular" music chosen from both western and world music repertoires will be studied in relation to pertinent historical, theoretical, and cultural issues. In the first of three courses, musical examples will be selected so as to give greater representation to music composed before 1750. We will begin by contemplating how music enters our own lives, by considering our option to experience music passively or actively, in private or in public settings, with or without images. We will examine the historical changes that propelled music from the monastery and cathedral into the concert hall and drawing room, and finally, into the unlimited virtual listening space that it occupies today. We will consider the visionary career of classical pianist Glenn Gould, among the first to foresee the decisive impact of expanding media as a touchstone for studying a whole range of musical works (John Adam's *Nixon in China*, Gregorian chant, raga, and *Officium*, *Roman de Fauvel*, Palestrina, and Gorecki, Vivaldi and heavy metal, J.S. Bach's *St. Matthew Passion* and *Peter Grimes*, among others) that can sound old or new, conservative or radical, political or reverential, depending on our reception of them as "hot" or "cold" media in "the universal village." Readings will include, among others, selections from Marshall McLuhan's *Understanding Media*, Robert Walser's *Running with the Devil*, Glenn Gould's *Essays*, Nicholas Kenyon's *Authenticity and Early Music*. A special focus in 1996 will involve the relationship of architectural spaces to musical composition. Through in-class and Johnson Chapel presentations by Paramount Brass, we will reimagine the music of the Venetian Baroque through on-site acoustical experimentation; and in conjunction with an Amherst-commissioned premier by composer Harvey Sollberger, inspired by St. Ivo's in Rome, we will discover how architecture can contribute a sense of intermedia in twentieth-century music. This course may be elected individually or in conjunction with other Music and Culture courses (Music 22 and 23).

Requisite: Reading knowledge of music highly recommended. First semester. Professor Kallick.

**22. Music and Culture II.** One of the three courses in which "classical" and "popular" music chosen from both western and world music repertoires will be studied in relation to pertinent historical, theoretical, and cultural issues. In this second of three courses, musical examples will be selected so as to give greater representation to music composed between 1750 and 1899. Our investigation will begin by examining why we still hear the conventions represented in the music of Mozart, Beethoven, Schubert, Chopin, Wagner, Liszt, Brahms, Tchaikovsky, Mahler, Schoenberg so powerful and filled with expressive meaning. We will interrogate these meanings using musicological readings such as

Carolyn Abbate's *Unsung Voices*, Lawrence Kramer's *Music as Cultural Practice*, and Charles Rosen's *The Romantic Generation*. At the same time, we will locate such qualities in a variety of contemporary approaches including semiotics, psychoanalysis, film theory, and gender studies with readings such as Kaja Silverman's *The Subject of Semiotics*, Harold Bloom's *The Anxiety of Influence*, selections from Slavoj Žižek and Eric Santner's *My Own Favorite Germany*. In-class performances will include Anton Kuerti and Gil Shaham, and a trip to the Metropolitan Opera will enable us to experience live opera. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 23).

Requisite: Reading knowledge of music highly recommended. Second semester. Professors Kallick and Schwarz.

**23s. Music and Culture III.** One of three courses in which "classical" and "popular" music chosen from both western and world repertoires will be studied in relation to pertinent historical, theoretical, and cultural issues. In the third of three courses, musical examples will be selected so as to give greater representation to music composed after 1890. Working concurrently with methodologies and perspectives developed for the study of world music and those employed in traditional western musicology, we will ask: what is the nature of the interactions of western composers with non-western culture; what are the origins and validity of labels such as *exotic* and *folk* style in the context of music from across the traditional categories of *high* and *low* art; and what sorts of musical structuring and theatrical and/or ritual functions emerge when comparing music across traditional cultural boundaries? Topics will include, among others, Debussy, the Paris 1889 Exhibition, *japonisme*, and the influence of gamelan of Java and Bali; Bartók, Janáček, and ethnographic studies in central European folk song traditions; African-American traditions (jazz, blues, and gospel), *Gospel of Colonus*, Duke Ellington, and Stravinsky. In-class presentations will include the Baltimore Consort, specialists in early and Appalachian music, and violinist Joseph Edelberg, playing solo works of Bartók. A special focus in 1996 will be Berg's *Wozzeck* with a trip to the Metropolitan Opera. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 22).

Requisite: Reading knowledge of music highly recommended. Second semester. Professors Kallick and Reck.

**24. Music of the Whole Earth.** A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

Second semester. Omitted 1996-97. Professor Reck.

**25. Seminar in World Music.** A course designed for the intensive study of a topic in world music. The topic changes from year to year. Two class meetings per week.

Requisite: Music 11 or 12, and background in (Western) music performance and/or theory. First semester. Omitted 1996-97. Professor Reck.

**26f. Beethoven.** Why, two hundred and twenty-five years after his birth, does Ludwig van Beethoven, the music he composed, and the mythology surround-

ing his life and works remain central to our notion of western classical music? We will explore some of the many possible approaches to answering this question by listening intensely to his music (particular emphasis on symphonies, sonatas, and string quartets); searching the extensive self-representations that remain (letters, conversation books, compositional materials); and probing the many biographical, poetic, and visual representations that reflect a particular relationship, historically and culturally, to the composer and his music. Written assignments will be adjusted to suit the musical background of individual class members.

Requisite: Reading knowledge of music. First semester. Omitted 1996-97. Professor Kallick.

**27s. Seminar in American Music.** A course designed for the intensive study of a topic in the stylistic and cultural history of American music. The topic: The Classical Tradition. A survey of American art music traditions from the Moravians and the first New England School of choral and shaped-note composers of the eighteenth century, through the European-influenced academics and the eccentric outsiders of the nineteenth century, to the great iconoclasts and innovators (Charles Ives, Henry Cowell, John Cage, Nancarrow, Reich) and nationalists and populists (Copland, Gershwin, Bernstein) of the twentieth century. Study will focus both upon the music itself and the forces within American culture which influenced the composers and their music. Two class meetings per week.

Limited to 40 students. Second semester. Omitted 1996-97. Professor Reck.

**28. Music of Duke Ellington.** (Also Black Studies 51s.) This course will study works representative of each of the significant style periods and bands led by Ellington, including: the '20s small groups, the first of the Ellington Big Bands, the "Blanton-Webster" band of the early '40s, the collaborations with Billy Strayhorn, the Suites, and Ellington's sacred music. The course will examine the evolution of Ellington's music in the context of its relationship to parallel developments in the evolution of jazz generally. Students will utilize numerous recent scholarly works and available transcribed scores to write papers on particular pieces or specific aspects of Ellington's music. Not a performance course. Two class meetings per week.

Requisite: Music 11 or 12 or ability to read music. Limited to 25 students. Second semester. Lecturer Jaffe.

## PERFORMANCE

**H29, 29, H30, 30. Performance.** Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. As mentioned above, for 1996-97 the fee for each semester course will be \$375, for which the student is fully committed following the fourteen day add/drop period. Those students who elect performance for credit and are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Students who wish to elect performance for credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the performance instructor.
2. Enrollment in any Music Department course except Music 16 during the 1996-97 academic year. Students with substantial background in music theory may petition the Chair for exemption from this criterion.

Music H29, 29, H30, and 30 may be elected only with the consent of the chair. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance at Amherst College:

- a. Unless otherwise arranged with the Department, all performance courses will be elected as a half course. Only Senior Music Majors preparing a recital may take performance as a full course.
- b. One hour of private instruction and nine hours of practice a week are expected.
- c. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
- d. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first semester and three and a half courses the second semester.
- e. Only with special permission of the Department may students elect more than one performance course in a semester.

Students should consult with the Secretary of the Music Department to arrange for teachers and auditions. Instruction in performance is also available through the Five Colleges with all of the above conditions pertaining. A student wishing to study under this arrangement must enroll through Five College Interchange.

## MUSIC THEORY

**31. Tonal Harmony and Counterpoint.** Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. Two class meetings plus two ear training sections. This course is the first of the required music theory sequence for majors.

Requisite: Ability to read music, and either performing experience or extensive listening experience. First semester. Professor Atlas of Smith College.

**32. Form in Tonal Music.** A continuation of Music 31. This course will focus on the understanding of musical form in the eighteenth and nineteenth centuries. Topics to be covered will include sonata form, the romantic character piece and eighteenth-century counterpoint. There will be weekly analyses and writing exercises as well as at least one model composition and one analytic paper. Two class meetings and two ear-training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor to be named.

**33. Repertoire and Analysis.** A continuation of Music 32. In this course, we will listen primarily to nineteenth-century music using the voice-leading techniques of Heinrich Schenker in conjunction with other motivic, cultural, and contextual approaches. Using Schenker's *Free Composition*, students will produce analyses working from short assignments to a longer final project. We will work on instrumental compositions by Haydn, Beethoven, and Mozart, Schubert's B<sup>♭</sup> major sonata including an in-class performance by Anton Kuerti, in addition to a wide variety of pieces both classical and popular.

Requisite: Music 31 and 32, or the equivalent with the consent of the instructor. First semester. Professor Schwarz.

**34. Twentieth-Century Music.** A continuation of Music 33. In this course, we will listen to twentieth-century music beginning with short pieces by Schoenberg, Berg, and Webern written between roughly 1905 and 1912, working with the fundamentals of atonal pitch-class set theory. We will then focus on Alban Berg's first opera *Wozzeck* (1922), traveling to the Metropolitan Opera for a live performance. In our discussions of *Wozzeck*, we will complement atonal pitch-class set theory with contemporary film and semiotic theory to account for the opera's



musical, dramatic, and psychological structures. We will then study passages from Alban Berg's second opera *Lulu* from the point of view of 12-tone composition, concluding the semester with a study of the works of postmodern composers such as Luciano Berio, George Rochberg, John Adams, and Steve Reich.

Requisite: Music 31 and 32, or the equivalent with the consent of the instructor. Second semester. Professor Schwarz.

**35. Jazz Theory and Improvisation I.** A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. Ideally, a chamber-size ensemble will be developed from students in the class. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. First semester. Lecturer Jaffe.

**36. Jazz Theory and Improvisation II.** A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Two class meetings per week.

Requisite: Music 35 or consent of the instructor. Limited to 16 students. Second semester. Lecturer Jaffe.

**37. Seminar in Music Theory.** A course designed for the intensive study of a topic in music theory. The topic changes from year to year. This course fulfills analysis component for the major. Two class meetings per week.

Requisite: Music 32 or consent of the instructor. First semester. Omitted 1996-97. Professor Kallick.

## COMPOSITION

**69. Composition I.** This course will explore compositional strategies which grow out of the various traditions of Western art music. Innovations of twentieth-century composers in generating new approaches to melody and scale, rhythm and meter, harmony, instrumentation, and musical structure will be examined. Assignments will include compositions of various lengths and related analytical projects. Three class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. First semester. Professor Reck.

**71. Composition Seminar I.** Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

**72. Composition Seminar II.** A continuation of Music 71. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 71 or the equivalent, and consent of the instructor. Second semester. Professor Spratlan.

## DEPARTMENTAL HONORS AND SPECIAL TOPICS

**77, D77, 78, D78. Senior Departmental Honors.** Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length

recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

**97, H97, 98, H98. Special Topics.** Independent Reading Course. Full or half course.

First and second semesters.

## RELATED COURSES

**The History, Development and Influence of Afro-Caribbean Music.** See Black Studies 32f.

Limited to 30 students. First semester. Omitted 1996-97.

**Introduction to African-American Music and Musicians.** See Black Studies 50.

Limited to 60 students. Second semester. Professors Boyer and Lateef of the University of Massachusetts.

## NEUROSCIENCE

Advisory Committee: Professors S. George (Chair), O'Hara, Raskin, and Sorenson; Associate Professor Rager; Visiting Assistant Professor Turgeon.

Neuroscience is the attempt to understand behavior and mental events by studying the brain. The interdisciplinary Neuroscience major at Amherst is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study.

*Major Program.* Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, mathematics, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into basic, core, and elective courses.

1. The program will begin with the following basic courses: Mathematics 11; Physics 16 and 17, or 32 and 33; Chemistry 11, 12, and 21; and two semesters of Biology (usually Biology 18 and 19).
2. All majors will take three core Neuroscience courses: Psychology 26, Biology 25 or 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. Particularly appropriate courses are Biology 28 and 56 and Psychology 39, 60 and 61. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the freshman year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All senior majors will participate in the Neuroscience Seminar, which includes guest speakers and student presentations; attendance and participation constitute the Senior comprehensive exercise in Neuroscience.

*Departmental Honors Program.* Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Departmental Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

**77, D78. Senior Departmental Honors.** Research in an area relevant to neuroscience, under the direction of a faculty member, and preparation of a thesis based upon the research.

Full course first semester. Double course second semester. The Committee.

**97, H97, 98, H98. Special Topics.** Independent Reading. Full or half course.

First and second semesters.

## PHILOSOPHY

Professors Gerety, Gooding-Williams\*, and Kearns; Professor Emeritus Ken-  
nick; Associate Professors A. George (Chair) and Vogel; Assistant Professors  
Gentzler and J. Moore.

An education in philosophy conveys a sense of wonder about ourselves and our world. It achieves this partly through exploration of philosophical texts, which comprise some of the most stimulating creations of the human intellect, and partly through direct and personal engagement with philosophical issues. At the same time, an education in philosophy cultivates a critical stance to this elicited puzzlement, which would otherwise merely bewilder us.

The central topics of philosophy include the nature of reality (metaphysics); the ways we represent reality to ourselves and to others (philosophy of mind and philosophy of language); the nature and analysis of inference and reasoning (logic); knowledge and the ways we acquire it (epistemology and philosophy of science); and value and morality (aesthetics, ethics, and political philosophy). Students who major in philosophy at Amherst are encouraged to study broadly in all of these areas of philosophy.

Students new to philosophy should feel comfortable enrolling in any of the entry-level courses numbered 11 through 29. Thirty-level courses are somewhat more advanced, typically assuming a previous course in philosophy. Courses numbered 40 through 49 concentrate on philosophical movements or figures. Sixty-level courses are seminars and have restricted enrollments, a two-course prerequisite, and are more narrowly focused. No course may be used to satisfy more than one requirement.

All students are welcome to participate in the activities of the Philosophy Club.

*Major Program.* To satisfy the comprehensive requirement for the major, students must pass nine courses, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take (i) three courses in the history of philosophy: Philosophy 17 and 18 and a course on a major figure or movement (i.e., a 40-level course); (ii) one course in logic (Philosophy 13 or Mathematics 34); (iii) one course in ethical theory (Philosophy 34); (iv) one course dealing with problems of knowledge, mind and reality (i.e., Philosophy 32, 33, 35, 36, or 37); and (v) one seminar (i.e., a 60-level course).

*Departmental Honors Program.* Candidates for Honors in Philosophy must complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Admission to Philosophy 78 will be contingent on the ability to write an acceptable honors thesis as demonstrated, in part, by performances in Philosophy 77 and by a research paper on the thesis topic (due in mid-January). The due date for the thesis falls in the third week of April.

\*On leave 1996-97.

**11. Introduction to Philosophy.** An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers. One section to be taught.

Limited to 25 students. First semester. Professor Vogel.

**11s. Introduction to Philosophy.** Same description as Philosophy 11.

Limited to 25 students. Second semester. Professor George.

**13. Introduction to Logic.** "All philosophers are wise and Socrates is a philosopher; therefore, Socrates is wise." The topic of this course is the nature of this *therefore*. We will begin by exposing the structures underlying natural language which determine the cogency of our inferences. To aid us, we will develop a logical language that makes this hidden structure more perspicuous. We will then construct a deduction system that operates on statements of this language. With its help, we will explore the inferential connections between logical statements and examine fundamental concepts of logic. This is a first course in formal logic, the systematic study of inference, requiring no previous philosophical, mathematical or logical training.

First semester. Professor George.

**14. Natural Philosophy: Understanding Space and Time.** (Also Physics 14.) See Physics 14 for description.

Second semester. Professors Jagannathan and Vogel.

**17. Ancient Philosophy.** An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Democritus, Protagoras, Socrates, Plato, Aristotle, the Epicureans, the Stoics, and the Skeptics. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; about the connection between the body and the mind; about the compatibility of free will and determinism; and about the nature of death.

Limited to 30 students. First semester. Professor Gentzler.

**18. Early Modern Philosophy.** A survey of European philosophy in the seventeenth and eighteenth centuries with emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. Second semester. Professor Sleight of the University of Massachusetts.

**19s. Nineteenth-Century Philosophy.** An introduction to nineteenth-century philosophy that focuses on Hegel, his influence, and critical responses to his thought. We will give particular attention to Hegel's appraisal of Kant's epistemology and to his justification of absolute idealism. Other topics will include Marx's conception of estranged labor, Du Bois's analysis of racially alienated self-consciousness, Kierkegaard's understanding of the paradox of faith, and Nietzsche's notion of the death of God.

Requisite: Philosophy 18 or consent of the instructor. Second semester. Omitted 1996-97. Professor Gooding-Williams.

**20. Twentieth-Century Continental Philosophy.** Major themes of concern in continental philosophy of this century have included time and temporality,

human freedom and subjectivity, what it means to exist as a self, and the nature of meaning. We shall explore these themes (and possibly others) in selected writings by Husserl, Heidegger, Sartre, Merleau-Ponty, and Derrida. In an effort to demonstrate the complex yet continuous character of continental thought, close attention will be paid to ongoing debates over specific issues such as personal identity, the status of language, and the place of the body.

Second semester. Omitted 1996-97.

**21s. Self and Others.** Conceptions of human nature influence conceptions of social justice. In this course we will see how different philosophers' answers to the following sorts of questions have constrained their views about our relations and obligations to others, and about the role of the state in a just society. Are human beings essentially rational? Or are they motivated ultimately by non-rational or irrational forces? Is genuine altruism possible and/or rational? Do human beings have essential needs which are to be distinguished from their various and variable desires? Or is our nature entirely malleable—constructed by us, by our families, or by our cultural past? Readings from classic and contemporary sources.

Second semester. Omitted 1996-97. Professor Gentzler.

**22f. Philosophy, Race and Racism.** (Also Black Studies 72f.) An inquiry into some selected philosophical and social theoretical treatments of race and racism. Topics include the history of European racial thought, the ethical significance of racial identity, the putative irrationality of racial stereotypes, the connection between racist belief and racist action, and recent attempts to conceptualize racism as a form of ideology.

First semester. Omitted 1996-97. Professor Gooding-Williams.

**23. Biomedical Ethics.** This course will examine a variety of ethical and legal issues in medicine, such as abortion, death and dying, killing and letting die, illness and disease, medical experimentation, the allocation of scarce medical resources, privacy, new reproductive technologies, paternalism, unhealthy conduct (e.g., smoking) and the right to health care, assisted suicide, the genome project and genetic testing. The emphasis will be on identifying and clarifying ethical issues. Although reference will be made to a variety of ethical standards and perspectives, no background in philosophy or moral theory is assumed or required.

Limited to 25 students; preference given to students with sophomore standing or above. First semester. Professor Kearns.

**24. Ethics and the Environment.** As our impact on the environment shows itself in increasingly dramatic ways, our interaction with the environment has become an important topic of cultural and political debate. In this course we will discuss various philosophical issues that arise in such debates, including: What obligations, if any, do we have to future generations, to non-human animals, and to entire ecosystems? How should we act when we are uncertain exactly how our actions will affect the environment? How should we go about determining environmental policy? And how should we implement the environmental policies we decide upon? What is the most appropriate image of nature?

Second semester. Omitted 1996-97. Professor Moore.

**25. Justice, the Good, and the State: The Classical Tradition in Political Philosophy.** Central to classical political thought is a substantive conception of the human good. In this tradition, justice in the state is a function of its ability to provide this good. The legitimacy and authority of the state depend on its justice. We will examine the origins of this tradition in the works of Plato, Aristotle, and Cicero. We will then look at the theological transformation of classical

political thought in the works of Augustine and Aquinas. Finally, we will examine the partial reemergence of a humanist and/or secular political philosophy with Marsilius of Padua, the Italian humanists, and Machiavelli.

First semester. Omitted 1996-97. Professor Gentzler.

**26. Themes in Modern Political Philosophy.** Is the authority that the state has over its citizens justifiable? If so, what form must a state take in order for its authority to be justified? According to social contract theory, these questions can be answered by considering the kind of agreement, or contract, that people living together would enter into (or actually did enter into) concerning future limitations to their autonomy. We shall study this tradition in political philosophy by considering some of the work of its most forceful classical advocates, such as Thomas Hobbes and John Locke, and, at greatest length, the work of John Rawls, a contemporary philosopher, whose views on justice are among the deepest and most influential of this century.

Second semester. Omitted 1996-97. Professor George.

**28. Choice, Chance and Conflict.** Life is a risky and competitive business. As individuals, we constantly confront choices involving uncertainty, chance, and competition. And our institutional decisions (e.g., in government and business) are often complicated by the competing interests of the individuals involved. Are there any general, rational procedures for making individual and institutional choices that involve chance and conflict? Positive answers to this question have been proposed within decision theory, game theory, and social choice theory. This course will provide an introduction to these theories and their philosophical foundations. Topics may include the following: different conceptions of probability, utility, and rationality; weakness of the will; the justification of proposed rules for rational decision-making under uncertainty and risk; different equilibrium concepts for competitive games; the emergence of cooperation; the justification of various voting procedures and other methods of determining group interests from the competing interests of individuals within the group.

Second semester. Omitted 1996-97. Professor Moore.

**29s. Freedom and Responsibility.** Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if our actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? We will attempt to determine the nature of persons, action, freedom and responsibility in an effort to answer questions such as those posed above. Readings will be drawn from both classical and contemporary sources.

Limited to 30 students. Second semester. Professor Gentzler.

**31s. Aesthetics.** A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Admission with consent of the instructor. (Suggested requisite: Two Philosophy courses passed with at least a C.) Second semester. Omitted 1996-97. Professor Kennick.

**32f. Metaphysics.** Metaphysics concerns itself with basic and fundamental questions about the nature of reality. At its most general, metaphysics asks how we should distinguish appearance from reality, how we should understand existence, and what general features are had by reality and by the entities that exist as part of it. We will examine these questions, as well as other central issues in metaphysics. Additional topics may include: causation, change, identity, substances and properties, space and time, abstract objects like numbers and propositions, possibility and necessity, events, essences, and freedom of the will. Readings will be drawn primarily from contemporary sources.

Requisite: One course in Philosophy or consent of the instructor. First semester. Omitted 1996-97. Professor Moore.

**33. Philosophy of Mind.** An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem; here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body and the question of how thought, feelings, sensations, etc., are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental content, and persons.

Requisite: One course in Philosophy. First semester. Omitted 1996-97. Professor Moore.

**34. Ethical Theory.** A critical examination of issues and types of theories encountered in systematic, critical thought about morality. Are there any moral properties? Can moral judgments be justified? How is morality related to divine law, self-interest, sentiment and feelings, and reason? Is morality best understood as a set of social practices designed to promote the well-being of the community; as the objective demands of pure, practical reason; as general guidelines for being a good person and faring well; as self-imposed constraints on one's own behavior? Among the views we will examine are utilitarianism, pragmatism, contractualism, Kantianism, subjectivism, emotivism, and intuitionism. Readings will include writings of both classical and contemporary authors such as Aristotle, Hume, Kant, Mill, Bradley, Pritchard, Nietzsche, Rawls, Gewirth, Foot, Nagel, and MacIntyre, some of whom have dared to suggest that moral philosophy is unnecessary, impossible, or immoral.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Kearns.

**35s. Theory of Knowledge.** A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1996-97. Professor Vogel.

**36f. Philosophy of Language.** "Caesar was killed." With those words, I can make a claim about an individual who lived in the distant past, with whom I have never had even the remotest contact. How is that possible? How do our words succeed in reaching out to reality? How does speech manage to convey thoughts about everything from the concrete desk before me to the hopes of a friend, to the abstract entities that mathematicians study? What are thoughts, anyway? And how do we manage to communicate our thoughts to one another? Other topics to be discussed include: the nature of meaning; truth; the structure of language; and, most generally, the relations between the world and lan-

guage, and between language and thought. These will be explored through a reading of seminal works by, primarily, twentieth-century thinkers.

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor George.

**37. Introduction to the Philosophy of Science.** Science, as we are told, has dominated the lives of human beings for centuries. But what is science? How does it differ from common sense or from religion? People talk about "the scientific method," but what is it? It is said to be based on observation, but what is observation? And how can what we observe justify claims about what we cannot observe? What is a scientific theory? What is a law of nature? What is the goal of science? To explain? To predict? What is it to explain something, anyway? And how does science explain? Are explanations in science like explanations in history? For that matter, are explanations in physics like those in psychology? Science is often held up as the paragon of rationality and objectivity. But what is it to be rational or objective? Are choices among competing scientific theories ultimately subjective? Is science opposed to "the humanities"? Are there such things as scientific values? If so, are they antagonistic to the values of freedom, justice or to those of particular social groups, such as women?

Requisite: One course in Philosophy or consent of the instructor. First semester. Omitted 1996-97. Professor George.

**40. British Empiricism.** A survey of the philosophical views of Locke, Berkeley, and Hume. We will focus on their answers to questions about the sources of human knowledge, both scientific and moral; about skepticism; about the nature of physical reality; about the origins of moral value; and about the relationship between science and philosophy.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1996-97. Professor Gentzler.

**41. Nietzsche.** A critical examination of Nietzsche's mature philosophical writings. We will investigate the notions of the will to power and the eternal recurrence, as well as Nietzsche's perspectivism and his use of genealogy. Texts will include *Thus Spoke Zarathustra*, *Beyond Good and Evil*, *On the Genealogy of Morals*, and *The Will to Power*.

Requisite: Philosophy 17, 18, or 19. Not open to Freshmen. Limited to 25 students. First semester. Omitted 1996-97. Professor Gooding-Williams.

**42. Wittgenstein.** The Philosophy of Ludwig Wittgenstein. After some preliminary work in Frege and Russell, the course will be devoted to an examination of Wittgenstein's *Tractatus Logico-Philosophicus* and to the first part of his *Philosophical Investigations*.

Suggested requisite: Philosophy 13, 17, and 18, or the equivalent. Limited to 15 students. Second semester. Professor Kennick.

**43. Marx and Marxism.** A critical examination of Marxist philosophical thought. We will consider the ways in which Marx's views were influenced by Aristotle, Kant, Schiller, and Hegel, and his reasons for breaking away from earlier "bourgeois" philosophy. We will then trace the evolution of Marx's and Marxist thought, focussing our attention on the development and philosophical adequacy of certain key Marxist concepts, e.g., dialectic, nature, *praxis*, alienation, freedom, exploitation, historical materialism, ideology, class consciousness, and hegemony.

Requisite: One course in Philosophy. Limited to 20 students. First semester. Professor Gentzler.



**44f. Kant.** An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason*, including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 1996-97. Professor Vogel.

**47. Existentialism.** An intensive examination of some of the classics of the existentialist philosophical tradition, including Kierkegaard's *Either/Or*, Heidegger's *Being and Time*, and Sartre's *Being and Nothingness*. We will also consider some important critical appraisals of existentialism, e.g., Marcuse's "Contributions to a Phenomenology of Historical Materialism" and Derrida's "The Ends of Man."

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 1996-97. Professor Gooding-Williams.

**48. Plato.** An examination of the development of Plato's views from the early "Socratic dialogues" to the *Theaetetus*. We will attempt to discover Plato's answers to questions about the nature, scope, and sources of human knowledge; about moral virtue and its relationship to knowledge; about the Forms and their relationship to the sensible world; and about the nature of the ideal state.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Gentzler.

**49s. Aristotle.** An examination of Aristotle's main doctrines and the problems they raise for contemporary philosophers. We will focus on questions concerning language and reality; scientific method and the structure of scientific knowledge; matter, form, and substance; essence and accident; philosophy of nature and the understanding of living organisms; mechanism and purpose; time and change; soul and body; and virtue and happiness.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1996-97. Professor Gentzler.

**50. Philosophy of Mathematics.** Reflection on mathematics has been central to the development of recent modern philosophy, especially that in the Analytic tradition. It has also provided an important impetus to the development of certain branches of mathematics, e.g., mathematical logic and foundational studies. This course will examine the three "classical" philosophies of mathematics developed and debated most intensely from the late nineteenth century until the 1930s: logicism, intuitionism, and formalism. The mathematical and philosophical work in these areas complement one another and indeed are, to an important extent, intertwined. For this reason, our exploration of these philosophies of mathematics will examine both the philosophical vision that animated them and the mathematical work that gave them content. In discussing logicism, we will focus primarily on the writings of Frege. Some indication of how the technical goal of logicism was imagined to be achievable will also be given: introduction to the concepts and axioms of set theory, the set-theoretic definition of "natural number," the Peano axioms and their derivation in set theory, reduction of the concepts of analysis to those in set theory, etc. Some of the set-theoretic paradoxes will be discussed as well as philosophical and mathematical responses to them. In the section on intuitionism, we will read papers by Brouwer and Dummett. This will proceed in tandem with an introduction to intuitionistic logic. Finally, we will discuss formalism, as articulated in the writings of Hilbert. Students will then be taken carefully through Gödel's Incompleteness Theorems and their proofs. The course will conclude with reflections on the impact of Gödel's work on Hilbert's Program.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Professors A. George and Velleman.

**61s. Seminar: Skepticism.** The topics change from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, and Austin, and philosophers working today such as Dretske and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Professor Vogel.

**62f. Seminar: Topics in the History of Modern Philosophy.** In this course, we will pursue an understanding in depth of some of the greatest works in Western philosophy. We will emphasize close analysis of these difficult but immensely rewarding texts. The course will succeed to the extent that students develop their ability to read actively, carefully, and independently. In 1996-97 the topic will be the metaphysical and epistemological writings of Descartes and Leibniz. Text will include Descartes' *Meditations* with the *Objections* and *Replies*, and Leibniz's *Discourse on Metaphysics*, *Monadology*, and philosophical correspondence.

Requisite: Two courses in Philosophy. Limited to 15 students. First semester. Professor Vogel.

**63. Seminar: Analyzing Feminism.** Recently, philosophy has witnessed the birth and development of self-described feminist versions of its subdisciplines—e.g., "feminist ethics," "feminist epistemology," "feminist ontology," and even "feminist logic." In many cases, this "feminist philosophy" is a response to the difficulties theorists face in their efforts to ground within more traditional philosophical practice some of the core concepts of much feminist theory—e.g., woman, women's oppression, gender, and sexual equality. In this course, we will analyze many of the concepts used in feminist theory and some of the "feminist philosophy" which these concepts have motivated. We will attempt to determine what conceptual tools feminists require and whether these tools can be supplied by any plausible philosophical theory, "feminist" or otherwise.

Requisite: Two courses in Philosophy. Limited to 15 students. First semester. Omitted 1996-97. Professor Gentzler.

**64. Seminar: Mind and Representation.** How can mental states represent, or be "about," things outside the mind? How can certain sequences of sounds and marks—i.e., those which count as utterances and inscriptions—carry information? In general, how can one part of the world—a mind, an utterance, an inscription, or even a fuel gauge—represent, or carry information about, the way things are in another part of the world? This question has, in one form or another, worried many great philosophers.

Our discussion will focus on the following three questions: (1) Can mental representation be reduced to, or explained entirely in terms of, non-mental phenomena? (2) In what ways, if any, are a subject's mental states determined by the natural environment or the linguistic community of which she is a part?; (3) To what extent do representational states depend upon one another for their existence and individuation?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Omitted 1996-97. Professor Moore.

**65. Seminar: Consciousness.** Many philosophers regard the mind as entirely physical: according to "materialism," mental states and events are nothing more than complex arrangements of the natural properties and processes we find in inanimate portions of reality. The most trenchant problem for such philosophers has been to provide a materialistically adequate explanation or understanding of human consciousness. How, asks the non-materialist, can the "raw feel" of an intense toothache, the taste of a good Merlot, the "rich" experiential quality of a violin, or the inner life of a bat be fully understood as nothing more than a complex arrangement of physical particles? Isn't there some aspect of consciousness that will elude any materialist analysis? This seminar will focus on recent materialist attempts to meet consciousness-based objections of this type. In examining the contemporary debate, we will discuss the following questions: What is the relation between consciousness and self-consciousness (i.e., the capacity of the mind to reflect upon itself)? Are there connections between language and consciousness, and between consciousness and moral considerability? Can functionalist versions of materialism accommodate the possibility of "color-spectrum inversion"? Is the special introspective access we have to our own mental states infallible or self-intimating? Is introspection a perceptual faculty like vision?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Omitted 1996-97. Professor Moore.

**68. Seminar: The Analytic Tradition: Language, Method and Nonsense.** Analytic philosophy is said to be the dominant school of philosophy today. But what is it? What, if anything, is distinctive about the concerns or methodology of analytic philosophy? What has it taught us? We shall explore these questions through an intensive examination of central texts in the analytic tradition. We shall pay special attention to the following themes and their interconnections: the tradition's concern with language and the nature of meaning, with the limits of sense and rationality, and with the search for a philosophical method.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Omitted 1996-97. Professor George.

**77. Senior Departmental Honors.** Required of candidates for Honors in Philosophy. Directed research culminating in a substantial essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

**78. Departmental Honors Course.** Required of candidates for Honors in Philosophy. The continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. Second semester. The Department.

**97, 98. Special Topics.** Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

#### RELATED COURSES

**Language: Its Structure and Use.** See Asian 34.

Second semester. Omitted 1996-97. Professor Tawa.

**Artificial Intelligence.** See Computer Science 24f.

First semester. Professor Rager.

**Rights and Wrongs.** See Law, Jurisprudence and Social Thought 22f.

First semester. Professor Kearns.

**Justice and Injustice in Law and Legal Theory.** See Law, Jurisprudence and Social Thought 27.

First semester. Omitted 1996-97. Professor Kearns.

**Political Theory from Hobbes to Nietzsche.** See Political Science 28.

Second semester. Professor Villa.

**Political Theory from Plato to Machiavelli.** See Political Science 49.

First semester. Professor Villa.

**Contemporary Political Thought.** See Political Science 59s.

Limited enrollment. Second semester. Professor Villa.

**Issues in Buddhist Philosophy.** See Religion 72.

Limited enrollment. Second semester. Omitted 1996-97. Professor Gyatso.

## PHYSICAL EDUCATION

Professors Gooding (Chair), Mehr‡, Morgan, and Thurston; Coaches Arena, Bagwell, Banda, Everden, Hixon, McBride, McKeon, Mills, Paradis, Robson, Siedlecki, and Solomon.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective and, although there is no academic credit offered, there is transcript notation given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

In an attempt to meet the need and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.
2. **Recreational Program.**
  - (a) **Organized Recreational Classes**, in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and
  - (b) **Free Recreational Scheduling**, where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook*.

‡On leave second semester 1996-97.

## PHYSICS

Professors Gordon, Hilborn, Hunter (Chair), Jagannathan, Romer, Towne, and Zajonc\*; Assistant Professor Ma; Visiting Assistant Professors Gerry and Snowden-Ifft.

The sequence Physics 16, 17 is designed primarily for students who require two semesters of physics with laboratory, but in special cases it can also serve as the introductory sequence for the Physics major. A student who decides after taking Physics 16 to take Physics 33, or who decides after taking Physics 17 to take Physics 34, can make special arrangements with the department. Students electing Physics 16 and 17 can also take Physics 8 or 14.

The sequence Physics 32, 33, 34, 35 will be the one normally taken by Physics majors. All or part of the sequence is recommended for majors in other sciences or for any student who wants a mathematically-based introduction to physics. The prerequisites for Physics 32, 33, 34 are Mathematics 11, 12, 13, respectively. Students with a strong background in physics and mathematics may be excused from Physics 16 or 32. It is recommended that such students take the Advanced Placement Examination in Physics (AP Physics C, Mechanics). An exam for placing out of Physics 32 will be given at the start of the fall semester. Physics 21 is a new course which provides a broad introduction to contemporary physics, and students with diverse interests and a taste for mathematical work are urged to consider this course as an elective.

*Major Program.* Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics or biophysics, or a field such as law or business. To preserve the option of doing a thesis in the senior year, Mathematics 11, 12, 13 should be taken consecutively starting in the first semester of the freshman year. Physics 32, 33, 34, 35 should be taken consecutively starting in the second semester of the freshman year, and Physics 42 should be taken in the second semester of the sophomore year. The course requirements for a major in Physics are Mathematics 11, 12, 13; Physics 32, 33, 34, 35, 42, 47 and 48.

Students intending to make a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 72 offers the opportunity for advanced laboratory experience, while Physics 66 and 75 provide for advanced theoretical work.

All Physics majors must take a written examination in the second semester of their junior year. This examination is a preliminary to the Senior Comprehensive Examination which students must pass as a requirement for graduation.

*Departmental Honors Program.* The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. Good performance on the preliminary examination taken at the end of the junior year will be a criterion for acceptance as a thesis student. At the end of the first semester of the senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Departmental Honors work in Physics is to provide an opportunity for the student to pursue under faculty direction an investigation in-depth into a research problem in experimental and/or theoretical physics. In

\*On leave 1996-97.

addition to apparatus for projects closely related to the continuing experimental research activities of the faculty (such as holography, low-temperature physics, superconductivity, chaos, lasers, and atomic physics), facilities are available for experimental honors projects in many other areas. Subject to the availability of apparatus and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students are given the opportunity to review the literature in the field, to design, construct and assemble experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in late April. During the first semester, students give preliminary talks in the Physics Seminar on their proposed projects. During the spring, they again have the opportunity to describe their work in the Physics Seminar. At the end of the second semester, students take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various degrees of Honors will be based on the student's record, Departmental Honors work, Comprehensive Examination and oral examination on the thesis.

**8. The Revolutions in Twentieth-Century Physics.** Common sense ideas which explain physical phenomena in daily life simply do not apply when we enter the realm of the very fast or the very small. These realms are described by the theories of Relativity and Quantum Mechanics. In this course we shall discuss Relativity and Quantum Mechanics and will describe how the ideas embodying these theories are so radically different from the views held in the nineteenth century. We begin by quickly discussing some of the main tenets of pre-twentieth century physics so as to set the background for the new physics. Then we'll spend about a half-semester each on Relativity and Quantum Mechanics. There is no math requisite except for high school algebra and trigonometry, and the course is intended for non-science majors. Three hours per week.

Second semester. Omitted 1996-97.

**12. Light, Color, and Vision.** This course will provide a broad introduction to the physics of light, color, and vision. Topics to be covered include a brief history of physical models of light, optical instruments such as microscopes, telescopes, and cameras, the human eye, visual perception, color vision, neural processing of visual information, optical illusions, polarized light, lasers and quantum optics, color in art, holography, rainbows and other optical effects in nature. Two class meetings per week.

Second semester. Professor Hilborn.

**14. Natural Philosophy: Understanding Space and Time.** (Also Philosophy 14.) The general title of this course reflects the fact that the disciplines of Philosophy and Physics are historically closely linked. In this course we will examine some of the connections between these subjects, and how the combined resources of the two disciplines can clarify a number of fundamental issues about the natural world. The topic under special consideration will vary from year to year.

In 1996-97 the course will examine selected problems about space and time. We will interweave the metaphysical views and questions of Zeno, Leibniz, Newton, and Kant with the physical theories of Newton and Einstein. Among the topics we will consider are: paradoxes concerning the possibility of motion, the possibility of space without matter, the status of symmetry principles and the principle of sufficient reason, and the implications of the theory of relativity for our understanding of space and time. In order to undertake these discussions in class, we will cover the basic principles of Newtonian physics as well as the

theory of relativity in a rapid but rigorous fashion. No special knowledge of philosophy or physics is presupposed, and we hope to attract students with a wide range of backgrounds.

Limited to 40 students. Preference to Juniors and Seniors. Second semester. Professors Jagannathan and Vogel.

**16f. General Physics I: Mechanics and Thermodynamics.** This course will examine two of the main divisions of Classical Physics: Newtonian Mechanics and Thermodynamics. Newton's laws will be used to describe and explain a variety of simple motions including linear and circular motion, motion in a gravitational field, motion in the presence of friction, and simple harmonic motion. Work, mechanical energy and momentum will be discussed as underlying concepts in our understanding of all mechanical processes. The extent to which changes in temperature affect natural systems will be studied primarily through the introduction of the concepts of heat and entropy, and applications of the first and second laws of thermodynamics. Topics such as rotational dynamics, fluid mechanics, phase transitions, calorimetry, and kinetic theory may be added at the discretion of the instructor. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. First semester. Professor to be named.

**16. General Physics I: Mechanics and Thermodynamics.** Same description as Physics 16f.

Second semester. Professor to be named.

**17. General Physics II: Electromagnetism, Optics and Atomic Physics.** Basic observations of electric and magnetic forces (the most important forces governing the structure of matter), their mathematical description, and the unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Introduction to wave motion, optics, and selected topics from atomic and nuclear physics. Laboratory experiments on electrical circuits, electronic measuring instruments, optics and optical instruments, and radioactivity and its measurement. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16. First semester. Professor to be named.

**17s. General Physics II: Electromagnetism, Optics and Atomic Physics.** Same description as Physics 17.

Second semester. Professor to be named.

**21. Physics for the Twenty-First Century.** This course provides a broad introduction to contemporary physics for a wide range of students including potential science majors as well as other students who have a strong interest in the physical sciences. Assuming no background other than secondary school mathematics and some exposure to secondary school physics, the course will treat light and lasers, Einstein's theory of relativity, elementary particles and the structure of matter, cosmology, and chaos and nonlinear dynamics. Additional topics in condensed matter physics, biophysics, or fundamental symmetries, for example, may be included as time permits. The course will emphasize the critical role of symmetry and conservation laws that provide the fabric binding together all aspects of physics. Spreadsheets will be introduced to provide a simple tool for the exploration of the quantitative aspects of phenomena. Occasional experimental projects will be done in class.

Although this course has no formal prerequisites, students with a limited background in secondary school science or mathematics should consult with the instructor(s) before enrolling. First semester. Professors Hilborn and Jagannathan.

**32. Newtonian Mechanics.** The fundamental laws of Newtonian mechanics are applied to a variety of simple motions including free-fall in a gravitational field, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, angular momentum, and mechanical energy) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on mathematics (including vector algebra and calculus) as powerful tools in understanding phenomena. This course includes an introduction to the use of computers in physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professor to be named.

**33. Electromagnetism and Electronics.** Fundamentals of electricity and magnetism using differential and integral calculus. The unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Laboratory experiments on electrical circuits and electronic measuring instruments. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 32 and Mathematics 12 or consent of the instructor. First semester. Professor to be named.

**34. Waves, Optics and Thermal Physics.** The general characteristics of wave motion will be approached through the wave equation and the solution to the boundary value problem. Included in the course will be the treatment of geometrical optics, energy relationships in waves, diffraction, interference, reflection, refraction and polarization. The second part of the course deals with simple thermal phenomena, the laws of thermodynamics, and an introduction to the kinetic theory of gases. The associated laboratory/recitation sections will be used for optical experiments as well as further discussion of lecture material. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 13 and Physics 33 or consent of the instructor. Second semester. Professor to be named.

**35. Relativity and Quantum Physics.** This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 34 or consent of the instructor. First semester. Professor to be named.

**42. Mechanics.** Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.



Requisite: Physics 33 and Mathematics 13, or consent of the instructor. Second semester. Professor to be named.

**47. Electromagnetic Theory.** A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 34, 42, or consent of the instructor. First semester. Professor to be named.

**48. Quantum Mechanics.** Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Four class hours per week and occasional laboratories.

Requisite: Physics 35 or consent of the instructor. Second semester. Professor to be named.

**66. Mathematical Physics.** An introduction to the mathematical and numerical methods of physics, with an emphasis on applications. Topics to be covered include vector spaces, Fourier Analysis, differential equations, special functions, matrices, eigenvalue problems and complex analysis. The course will include numerical work using computers. Three class hours per week.

Requisite: Physics 17 or 33 and Mathematics 13. Second semester. Professor to be named.

**75. Thermodynamics and Statistical Mechanics.** First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week.

Requisite: Physics 35 or equivalent. First semester. Professor to be named.

**77. Senior Departmental Honors.** Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

**78, D78. Senior Departmental Honors.** Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

**97, H97, 98, H98. Special Topics.** Independent Reading Course. Full or half course.

First and second semesters.

#### RELATED COURSE

**Re-Imagining the Human in a Technological Age.** See Colloquium 28.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Omitted 1996-97. Professors Upton and Zajonc.

## POLITICAL SCIENCE

Professors Arkes, Basu, Machala (Chair), Sarat, W. Taubmant, and Tiersky†; Associate Professors Bumiller\* and Dumm‡; Assistant Professor Villa; Visiting Assistant Professor Corrales; Five College Professor Klare.

*Major Program.* A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

Majors will be required to take at least nine courses; Honors candidates will take 11 courses of which three, Political Science D77-78, will be devoted to writing their Senior Departmental Honors theses. All students, both honors and *rite*, will also be required to take at least one advanced seminar from a group of seminars to be designated in the list of course offerings.

*Departmental Honors Program.* Students who wish to be considered for graduation with Honors in Political Science must take part in the Honors program. The Honors program is designed to provide qualified students with full opportunity for independent research and writing. Candidates for Honors in Political Science will normally take Political Science D77 and 78. The double course in the first semester is designed to provide time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science D77 but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science D77. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

A cumulative average of B is required for admission to the Honors program. In addition, students will be admitted only upon application in the first week of the fall semester of their senior year. Such application will consist of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

**11. Introduction to Political Science.** The course will consider the nature and purposes of politics, relationships between those who govern and those who are

\*On leave 1996-97.

†On leave first semester 1996-97.

‡On leave second semester 1996-97.

governed, and the myths, principles and practices of authority, justice, citizenship and revolution.

First semester. The Department.

**18f. The Social Organization of Law.** (Also Law, Jurisprudence and Social Thought 18f.) See LJST 18f for description.

First semester. Professor Sarat.

**20f. Rethinking Post-Colonial Nationalism.** Nationalist fervor seemed likely to diminish once the so-called Third World Nations achieved independence. However, the past few years have witnessed the resurgence and transformation of nationalism in the post-colonial world. Where anti-colonial nationalist movements appeared to be progressive forces of social change, many contemporary forms of nationalism appear to be reactionary. Did nationalist leaders and theoreticians fail to identify the exclusionary qualities of earlier incarnations of nationalism? Were they blind to its chauvinism? Or has nationalism become increasingly intolerant? Was the first wave of nationalist movements excessively marked by European liberal influence? Or was it insufficiently committed to universal principles of human rights? We will explore expressions of nationalism in democratic, revolutionary, religious "fundamentalist," and ethnic separatist movements in the post-colonial world.

First semester. Professor Basu.

**21s. American Government.** This course is an introduction to American national government. We will study the meaning of constitutional rule, federalism, the structure and politics of the Presidency, Congress and Supreme Court, parties and elections, and selected issues in foreign and domestic policy.

Second semester. Omitted 1996-97. Professor Dumm.

**23s. Political Obligations.** The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

Second semester. Professor Arkes.

**25. Comparative European Politics.** An introduction to European politics, based on the political histories of several major countries. Britain, France and Germany are central, with some discussion of Italy and, at the end, issues of European integration. The uniqueness of nations and states is set against the homogenizing tendencies of political, economic and cultural interdependence, both inter-European and Atlantic.

What is the condition of nationalism and state sovereignty in contemporary Europe? Is the fate of the nation-state at issue? Is there a crisis of national identities? What is the importance of class, ethnic and religious politics today? Are freedom, equality and justice on the rise or in decline? How successful is European integration? Is the European Union a model for other world regions?

First semester. Omitted 1996-97. Professor Tiersky.

**26. World Politics.** An introductory course which examines the dynamics of emerging post-Cold War international military, political and economic relations. Close attention is paid to the collapse of the Soviet Union as well as the

global decline of the United States. Among the topics examined are the technological and economic bases of hegemonic power, "imperial overstretch," spheres of influence, nationalism, ethnic and racist violence, "orientalism," state and class interests, as well as the role of law and legal institutions in world politics. Other issues to be discussed include changes in the international capitalist economy (protectionism vs. free trade, NAFTA, foreign debt), the "German Question," Sino-Japanese relations, and U.S. neoisolationism under President Clinton. The course does not rely on a single theoretical framework; instead, we will follow in the path of such classics as Thucydides, Machiavelli, Kant, Hobbes, Clausewitz, Adam Smith and Karl Marx.

Second semester. Professor Machala.

**27s. Soviet and Post-Soviet Politics.** This course covers the rise and fall of the USSR. It also surveys the current post-Soviet scene, focusing on three key transitions that will determine the fate of the former USSR—shifts from totalitarianism toward democracy, from a super-centralized economy to a more or less free market, and from a unitary empire to a set of sovereign states. In addition, we will consider some of the most vital questions of politics in general as they work themselves out in a Russian and Soviet setting: the roots of revolution and of nationalism, the sources and sinews of tyranny, the linkage between totalitarianism and modernization, the perils of political and economic reform, and the role of power and ideology in foreign policy.

Second semester. Professor Taubman.

**28. Political Theory from Hobbes to Nietzsche.** This course surveys the most influential political theorists of the modern age. In addition to providing a comprehensive introduction to the works which shaped modern political consciousness, it also attempts an evaluation of modern theory's claim to provide a post-theological, non-metaphysical account of the bases of political order and legitimacy. In other words, we will be especially concerned with the way modern political theory has grappled with what Nietzsche called "the death of God." The loss of a foundation in faith, the decline of belief in a divinely sanctioned or "natural" order, signaled a tremendous opportunity for modern theorists: the political order could be entirely reconstructed according to human needs. Yet at the same time it induced extreme anxiety, a sense that the polity had lost its foundation. This loss continues to haunt us. In reading the great modern theorists we should note that the very nature of politics and political action sharpened this anxiety and propelled them to introduce various God-surrogates (e.g., Hobbes' sovereign, Rousseau's general will, Hegel's rational state, Marx's proletariat). The hope behind such theoretical constructions was to reduce if not eliminate the essential contingency of politics as both activity and structure. But this raises the question of whether modern political theory is distinctively modern at all: does it face up to the challenge of theorizing a demystified politics, or does it simply create a new set of mystifications, providing us with the illusion of foundations where there are none?

Readings from Hobbes, Locke, Rousseau, de Sade, Kant, Hegel, Marx, Mill, and Nietzsche.

Second semester. Professor Villa.

**29s. Political and Cultural Crises of Modern Europe.** (Also European Studies 28.) See European Studies 28 for description.

Second semester. Professor Tiersky.

**32. Authority and Sexuality.** Historically the regulation of sexual practices and the definition of appropriate modes of sexual expression have been impor-

tant concerns of state and society. This reflects the difficulties which all social orders have in defining the limits of freedom and the legitimate scope of social control. But the effort to define those limits with respect to sexuality is by no means a relic of a discredited past as debates about abortion, homosexuality, pornography and the recent controversy about AIDS make clear. Moreover, our images of public authority are themselves, to some extent, a product of our struggles to find meaning in sexuality and to come to terms with the place of desire in our own lives.

This course asks how it is that sexuality is portrayed, imagined and defined in such a manner as to make possible various forms of scrutiny, regulation, and prohibition. We will examine the ways in which sexuality and authority are constituted in politics and in law as well as arguments suggesting that particular sexual relationships and particular arrangements of political authority are natural, normal, just or inevitable. We will investigate the way the rhetoric of sexuality and authority transforms the experience of desire and power as well as the ways authority rises from and depends upon a particular consciousness about sex that is revealed in political theory, literature, and popular culture. Among the texts and films we will consider are Plato's *Symposium*, Freud's *Dora*, Mill's *The Subjection of Women*, Catherine MacKinnon's *Feminism Unmodified*, Alice Walker's *The Color Purple*; and *The Crying Game*, *Fatal Attraction*, *Kiss of the Spiderwoman*, *Dangerous Liaisons*, *Rear Window*, and *Jungle Fever*. Throughout, the course seeks to call into question oppositions of public and private, law and power, government and self, which have traditionally organized our thinking about authority and sexuality.

Second semester. Professor Sarat.

**33. The American Presidency.** This course is an examination of the contemporary American Presidency. We will examine the Constitutional and historical roots of the growth of Presidential power, the role of the modern President in the shaping of domestic and foreign policy, Presidential elections, and the cultural and iconographic significance of the modern presidency. Special attention will be paid to contemporary conflicts between the executive and legislative branches of government.

First semester. Professor Dumm.

**35s. U.S.-Mexican Borders.** (Also History 59s.) This course explores the history and politics of shifting borders in the U.S. and Mexico from 1848 to the present. We will examine the historical development of the physical border between the two countries and the political and cultural conditions that have shaped the formation of local and national identities. In addition, we will study the evolution of geographic and cultural boundaries within Mexico and the U.S., such as those dividing Mestizo and Indian, Chicano, Anglo, city and countryside, and "decent folk" and "popular classes." We will pay particular attention to histories of acculturation and resistance in such locations as Los Angeles, Mexico City, and communities along the U.S.-Mexican border. Throughout, we will explore different conceptions of "border" as a phenomenon of inclusion and exclusion, solidity and permeability, and geography and culture.

Limited to 20 students. Second semester. Omitted 1996-97.

**36f. Introduction to Latin American Politics.** This course will discuss politics and economic development in Latin America in the nineteenth and twentieth centuries. We will alternate between views "from above" and "from below," asking how elites have acted to make money, organize politics, and shape social life, and how poor majorities of peasants, workers, and urban shanty-town dwellers

have lived, worked, organized, resisted, and rebelled. We will seek to understand how conflicts within and among these groups have affected the formation of states, the character of political regimes, the nature of culture and consciousness, and forms of economic development.

First semester. Professor Corrales.

**38. International Legal Theory.** The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general. Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determination, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both developed and less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered legitimate by most members of the international community. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: An introductory course in world politics and one of Political Science 18, 21, 33, 42 or 45. Second semester. Professor Machala.

**39s. Re-Imagining Law: Feminist Interpretations.** (Also Law, Jurisprudence and Social Thought 39s.) Feminist theory raises questions about the compatibility of the legal order with women's experience and understandings and calls for a re-evaluation of the role of law in promoting social change. It invites us to inquire about the possibilities of a "feminist jurisprudence" and the adequacy of other critical theories which promise to make forms of legal authority more responsive. This course will consider women as victims and users of legal power. We will ask how particular practices constitute genders subjects in legal discourse. How can we imagine a legal system more reflective of women's realities? The nature of legal authority will be considered in the context of women's ordinary lives and reproductive roles, their active participation in political and professional change, their experiences with violence and pornography as well as the way they confront race, class and ethnic barriers.

Open to Juniors and Seniors. Second semester. Omitted 1996-97. Professor Bumiller.

**40f. Case Studies in American Foreign Policy.** An examination of decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Nicaragua, nuclear proliferation, trade negotiations and the Persian Gulf war. The bureaucratic and political pressures which framed the issues, as well as their broadest substantive implications, are examined.

Limited enrollment. First semester. Omitted 1996-97.

**41. The American Constitution I: The Structure of Rights.** This course will focus on the questions arising from the relations of the three main institutions that define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses);

and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Professor Arkes.

**42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws."** In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort" after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, the American Constitution I.)

Second semester. Professor Arkes.

**43s. Women and Nationalism.** (Also Women's and Gender Studies 43s.) See Women's and Gender Studies 43s for description.

Second semester. Omitted 1996-97. Professor Basu.

**45s. Contemporary Europe.** European security and European integration from the end of World War II through Communism's collapse and the new issues of post-cold war Europe. Central issues are (1) the division and reunification of Europe; (2) consequences of Communism's demise; (3) German unification and the new German Question; (4) the European Union's significance and development; (5) European-wide problems of immigration, racism, ethnic struggles and the renaissance of traditional nationalisms; (6) NATO, the European east, Russia, and post-cold war political-military dangers; (7) traditional balance of power politics and the so-called "democratic peace"; (8) Europe's future.

Second semester. Professor Tiersky.

**47s. Asian and Asian American Women: Myths of Deference, Arts of Resistance.** (Also Women and Gender Studies 47s.) Even the most sympathetic observers often assume that Asian women are so deeply oppressed that they demure in face of intolerable conditions. Such notions of women's deference find echoes in popular conceptions of Asian American women. Part of the work of this course is to question assumptions of women's quiescence by redefining agency and activism. But an equally important challenge is to avoid romanticizing resistance by recognizing victimization in the absence of agency, agency in the absence of activism, and activism in the absence of social change. Thus while appreciating the inventive ways in which Asian and Asian American women resist, we will explore why such resistance may perpetuate their subjugation.

Second semester. Professor Basu.

**49. Political Theory from Plato to Machiavelli.** A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tense relations among absolute morality, ordinary morality, and the pursuit of greatness. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack. Readings from Sophocles, Thucydides, Plato, Aristotle, Augustine, Machiavelli, and Montaigne.

First semester. Professor Villa.

**51. Liberalism and Its Critics.** For some time now, liberalism has been subjected to vehement critique from both the left and right. It has been attacked as a destroyer of community and authority; as the ruling ideology of an exploitative economic system; and as a Trojan horse through which disciplinary society extends its grip over everyday life. However, the moment we move away from ideological charges and counter-charges, confusion reigns. What, in fact, is "liberalism"? Might it be more accurate to speak of *liberalisms*? What are the chief strains of contemporary liberal thought and what are their antecedents? Who, amongst the numerous critics of liberalism, has most insightfully identified its shortcomings as a political philosophy? These questions will be addressed through reading and discussion of classic liberal writers (Locke, Kant, Mill, Thoreau), contemporary liberal political philosophers (John Rawls, Isaiah Berlin, Judith Shklar, George Kateb), and some of liberalism's more illustrious recent critics (Leo Strauss, Hannah Arendt, Charles Taylor, Alasdair MacIntyre). This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: Students will be expected to have taken at least one of the following: Political Science 23, 28, 41, 49, 60; Philosophy 25, 25 or 34; Law, Jurisprudence and Social Thought 26, 27. First semester. Professor Villa.

**52. Inventing "India."** Metaphors like "the jewel in the crown" suggest that India occupies a special place in the western imagination. Both degrading and exotic images of India have passed from Britain to the U.S. and to post-colonial intellectuals and activists in the diaspora and in India itself. This seminar focuses both on India, the vessel which contains competing meanings, and on the aspirations, ambitions and anxieties of those who invent India. We will study multiple inventions of India in film, television and political movements. This course fulfills the requirement for an advanced seminar in Political Science.

Admission with consent of the instructor. Limited enrollment. Second semester. Professor Basu.

**54. Seminar in War.** This seminar is a conceptual, theoretical analysis rather than an historical or policy study of war and peace. The syllabus ranges widely, from classical to contemporary sources and problems, from the belief that war is inevitable to assertions that non-violence is the highest possible condition of existence. Readings include Euripides' *The Trojan Women*; Simone Weil's "The Iliad, A Poem of Force"; Thucydides; Hobbes; Kant's *Perpetual Peace*; Clausewitz's *On War*; Gandhi; Margaret Mead's "War is Just an Invention"; Martin Luther King's "Letter from the Birmingham Jail"; Kenneth Waltz's *Man, the State and War*; and Raymond Aron's *Peace and War*.

Problems discussed are the causes of war, especially whether war is an animal atavism in humans or a distinctively human behavior; the possibility of abolishing war; whether war should be abolished if it were possible, or whether war is, to the contrary, an awful but necessary, even positive human behavior.



Students should have some background in international relations study, in morality and politics, and/or international law. This course fulfills the requirement for an advanced seminar in Political Science.

Not open to Freshmen. Limited enrollment. Second semester. Professor Tiersky.

**55. U.S. Relations with Asia.** This course examines the major issues of international security in Asia from the end of the nineteenth century to the present. It views these issues, as well as the sources of foreign policy, through several analytical lenses, including realist, cultural, and perceptual. We begin by surveying the rise of Japan, U.S.-Japanese rivalry, the Pacific war, and Japanese occupation and reconstruction. Then we consider the origins and course of the cold war in Asia, including the Communists' victory in China, the Korean and Vietnam wars, and normalization of U.S. relations with China. Next we take up contemporary issues such as the emergence of dynamic economies in Asia. U.S.-Japanese economic competition, normalization of relations with Vietnam, and current clashes between economic interests and human rights. We conclude with contending scenarios of the future of security in the region. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 24, 26, 40, 45, 54, History 40, 41, 63, 69 or their equivalents. Limited to 20 students. First semester. Omitted 1996-97. Five College Professor Garofano.

**57s. Problems of International Politics.** The topic varies from year to year. The next scheduled topic will be: Rethinking the Cold War. During the last five years, the collapse of Communism has led to the opening of long-secret archives and the availability of former high-ranking officials in the Soviet Union and Eastern Europe. On the basis of such newly available sources, it is becoming possible to study the cold war from "the other side," as well as on the basis of Western sources. This course will ask how these new sources have changed, or should change, our understanding of the cold war. It will use both new and old sources to examine such issues as: the cold war's origins, the Korean war, the German question, the role of nuclear weapons, the Berlin and Cuban crises, the rise and fall of detente, the role of leaders and institutions, and of misperceptions and miscalculations, how the cold war ended, what legacy it left behind, and what the prospects are for a new cold war in the future. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 21, 24, 26, 27, 37, 40, 45, 54, History 40, 41 or their equivalents. Admission with consent of the instructor. Limited enrollment. Second semester. Omitted 1996-97. Professor Taubman.

**58. Seminar in Constitutional Law: The Law of Presidential Power.** When Washington was inaugurated as the first President of the United States, he could not be sworn in by the Chief Justice of the Supreme Court. Nor could there be "laws" of the United States, because there was no President there to sign them into law. And yet, as the Supreme Court later suggested, the President, on that day, would have commanded adequate powers to put down an insurrection and preserve the new government. The President could draw then on certain residual powers that did not depend on Congress or on statutes. Years later, the Court would recognize that those powers may have an even broader reach when they are applied to the field of foreign affairs and the deployment of the military. We will consider the documents, from the Founding, on the American presidency; the arguments that were offered on these issues by Hamilton and Madison; and a train of cases in the courts, from the days of Washington through Lincoln and the Civil War, and a series of more recent cases, from the

time of Nixon and Reagan, dealing with Executive privilege and the Independent Counsel. We will also incorporate other readings on the Executive power, drawing on Xenophon, Locke, and others.

Requisites: Political Science 11, and 41 or 18, or any other course in constitutional law. Limited enrollment, with the consent of the instructor. Second semester. Omitted 1996-97. Professor Arkes.

**59s. Contemporary Political Thought.** A consideration of twentieth-century political thought in light of the apparent failure of the modern/enlightenment project. The critique of rationality initiated by Nietzsche (the suggestion of an internal relation between reason and domination) will be our starting point. Readings from Nietzsche, Weber, Adorno, Heidegger, Arendt, Strauss, Habermas, Foucault, Lyotard, and Rorty. This course fulfills the requirement for an advanced seminar in Political Science.

Limited enrollment. Second semester. Professor Villa.

**60. Punishment and Political Order.** In this course we investigate the power of punishment as a motive force in the establishment and development of political order. We will explore this theme through readings of the Book of Job, Greek tragedy, Freud, Kafka, Foucault, Primo Levi, Solzhenitsyn, and others.

Second semester. Omitted 1996-97. Professor Dumm.

**61. Taking Marx Seriously.** This seminar will be devoted to a close reading of Marx's text. The main themes we will discuss include Marx's conception of the state and civil society, law and morality, and his critique of alienation, bourgeois freedom and democracy. We will also examine Marx's theories of historical progress, the genesis of capitalist economic relations and "human emancipation." This course fulfills the requirement for an advanced seminar in Political Science.

Limited enrollment; preference will be given to those who have had some exposure to Marx in previous courses. First semester. Professor Machala.

**63s. American Political Culture.** This seminar will explore some of the major forces that shape contemporary political culture in the United States. We will consider the relationship of public to private as articulated (and sometimes dis-articulated) in various struggles by members of the American citizenry to acquire and sustain political identities. Following a genealogical survey of the public/private split in American life which shapes the politics of identity, we will explore some of the major cultural forms through which representations of culture are mediated, such as film, television and music. We will then examine how some contemporary public institutions as the American Presidency, elections, the Congress, and the Supreme Court, and social policies such as abortion and criminal punishment, are represented in these media, and ask how these representations are related to ever-evolving constructions of race, gender and class. This course can be used to fulfill the department seminar requirement.

Requisite: One of Political Science 18, 21, 28, 29, 32, 41, or 42. Admission with consent of the instructor. Second semester. Omitted 1996-97. Professor Dumm.

**64f. Seminar on Problems in International Security.** An intensive investigation of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will consider both specific security threats and larger problems of international governance. Particular problem areas to be considered will include: the world security consequences of the breakup of the Soviet Union; North-South

tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trade; ethnic and religious strife; and the world security consequences of population growth, environmental decline, and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; United Nations peacemaking and peacekeeping operations; international mediation and conflict resolution efforts; regional security systems. Students will be expected to write a research paper on some aspect of current world security affairs, covering the nature of the problem, its likely evolution in the 1990s, and the most promising solutions that have been devised to resolve it.

Limited to 20 students. First semester. Five College Professor Klare.

**67s. Studies in Statesmanship: Abraham Lincoln.** This seminar will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principles, in a divided community, by reconciling interests and forming the bonds of a political party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. This course fulfills the requirement of an advanced seminar in Political Science.

Limited enrollment. Admission with consent of the instructor. Requisite: One of Political Science 23, 41, 42, 18 or 49. Second semester. Omitted 1996-97. Professor Arkes.

**68. Social Movements, Parliamentary Democracy and the State.** They forced themselves onto the public agenda through university occupations, challenges to patriarchal authority in the family, and strikes in factories and offices in the '60s and early '70s. Although what came to be known as the new social movements were most publicized in Paris and Berkeley, they were no less active in the villages of India and the shantytowns of Brazil. But a decade later, not only were these movements experiencing similar dilemmas to movements that had preceded them, they were increasingly eclipsed by grass roots movements that espoused antithetical principles to their own. What accounts for both the extraordinary vitality as well as the severe crises which afflicted feminist, peace and environmental movements? To what extent have their failures contributed to the emergence of anti-feminist, militarist, and religious fundamentalist movements? While focusing on the emergence of these movements within civil society, we will address the dialectic which informs their relationship to the state.

Second semester. Omitted 1996-97. Professor Basu.

**D77, 78. Senior Departmental Honors.** Totalling three full courses, usually a double course in the fall and one regular course in the spring.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

**97, 98. Special Topics.**

First and second semesters.

The following courses are listed for inclusion in a Political Science Major.

**Murder.** See Law, Jurisprudence and Social Thought 20. Law, Jurisprudence and Social Thought 20 to be taught as an Introduction to Liberal Studies course in 1996-97.

Second semester. Omitted 1996-97. Professor Sarat.

**The Rhetoric of Law: Proof and Persuasion in the Legal Process.** See Law, Jurisprudence and Social Thought 30.

Second semester. Omitted 1996-97. Professor Sarat.

**Personality and Political Leadership.** See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Professors Demorest and W. Taubman.

**Foreign Policy Seminar.** See Colloquium 18.

Not open to Freshmen. Limited to 20 students. Second semester. Professors Levin and Machala.

**Representing Domestic Violence.** See Women's and Gender Studies 53.

Limited to 25 students. First semester. Omitted 1996-97. Professors Bumiller and Sánchez-Eppler.

## PREMEDICAL STUDIES

Amherst College has no premedical major. Students interested in careers in medicine may major in any subject, while also completing the course requirements for the medical schools to which they wish to apply. Entrance requirements for most medical schools will be satisfied by taking the following courses: Mathematics 11, or Mathematics 5 and 6; Chemistry 11 or 15, and Chemistry 12, 21, and 22; Physics 16 and 17, or Physics 32 and 33; and Biology 18 and 19. Students interested in medicine or other health professions are supported by Health Professions Advisor Tracy Holleran in the Office of Career Counseling and by a faculty Health Professions Committee chaired by Professor Stephen George. All students considering careers in medicine should read the *Amherst College Guide for Premedical Students*, which has extensive information about preparation for health careers and suggestions about scheduling course requirements. Copies are available in the Office of Career Counseling, or the Guide may be consulted electronically on the College's ACCESS system under Career Counseling.

## PSYCHOLOGY

Professors Aries, Olvert, Raskin, and Sorenson; Associate Professor Demorest (Chair); Assistant Professors Hart and Vishton; Visiting Assistant Professor Turgeon.

*Major Program.* Students majoring in Psychology are required to elect nine full courses in Psychology. In order to ensure a comprehensive view of the discipline the department requires both vertical structure and breadth. Vertical structure will be achieved by the requirement of introductory and intermediate courses as well as an upper-level seminar. Breadth will be achieved by the requirement of a range of intermediate courses and the recommendation of elective spe-

†On leave first semester 1996-97.

cialized courses. On occasion in consultation with the department a student may include one course in a closely allied field in a major program.

The required introductory courses include Psychology 11, 12 or 26, and 22. It is strongly advised that these courses be taken on the Amherst campus. Additionally students must choose one course from at least two of the following groups of intermediate-level courses:

Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36).

Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28).

Area 3: Physiological (Psych 26), Neuropsychology (Psych 39).

Area 4: Cognitive (Psych 33), Perception (Psych 38).

All students must choose one upper-level seminar that will have as a prerequisite an intermediate-level course. Seminars may be chosen from the following courses: Emotion (Psych 50), Psychobiology of Stress (Psych 52), Study of Lives (Psych 53), Hormones and Behavior (Psych 59), Developmental Psychobiology (Psych 60), Psychopharmacology (Psych 61), Human Cognition and Action (Psych 62).

The recommended specialized electives include: Sex Roles (Psych 40), Psychoanalytic Theory (Psych 30), Psychoanalysis and Women (Bruss 13), Social Psychology of Race (Psych 44), Personality and Political Leadership (Colloquium 14).

*Departmental Honors Research.* A limited number of majors will engage in honors research under the direction of a faculty member during their senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before preregistration in the second semester of the junior year.

**11. Introduction to Psychology.** An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

First semester. Professor Hart.

**11s. Introduction to Psychology.** Same description as Psychology 11.

Second semester. Omitted 1996-97.

**12f. Psychology as a Natural Science.** This course will examine the utility of animal models for developing an understanding of human behavior. Primary emphasis will be placed on the contribution made by the psychobiological perspective to the understanding of human psychopathology.

First semester. Professor Sorenson.

**12. Psychology as a Natural Science.** Same description as Psychology 12f.

Second semester. Professor Sorenson.

**20. Social Psychology.** The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group

dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. Second semester. Professor Hart.

**21. Personality.** A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will then be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. First semester. Professor Demorest.

**22f. Statistics and Experimental Design.** An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Vishton.

**22. Statistics and Experimental Design.** Same description as Psychology 22f. Second semester. Professor Aries.

**26. Physiological Psychology.** A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Three class hours and three hours of laboratory work per week.

Requisite: Consent of the instructor (Psychology 22 recommended). Second semester. Professor Turgeon.

**27. Developmental Psychology.** A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. First semester. Omitted 1996-97. Professor Olver.

**27s. Developmental Psychology.** Same description as Psychology 27.

Requisite: Psychology 11 or 12. Second semester. Professor Olver.

**28. Abnormal Psychology.** A survey of psychogenic approaches to the explanation and treatment of psychological disorders, with a focus on the emotional disorders.

Requisite: Psychology 11. Not open to Freshmen. Limited to 40 students. Second semester. Professor Demorest.

**30f. The Development of Psychoanalytic Theory.** An examination of the chronological development of Freud's clinical method, data and theories. Freud's clinical cases will be considered as a vehicle for understanding the interplay between clinical evidence and theory, and the evolution of the psychoanalytic method and model of the mind. The progression of Freud's ideas in the direction of object relations theory, and the scientific validity of Freud's major formulations will be discussed.

Requisite: Psychology 11 or 12. Limited to 20 students. First semester. Omitted 1996-97. Professor Aries.

**32f. Psychology of Adolescence.** This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. First semester. Professor Aries.

**33. The Cognition of Human Learning and Memory.** This course will evaluate the current conception of the mind as an information processing device. Evidence for this model will be taken from studies of normal and brain-injured subjects, and used to infer the underlying structure of human thought. We will focus on the human ability to acquire, store, and later utilize new information. Discussions will consider the nature of memory, different memory systems, coding and retrieval processes, practice and habit acquisition, interference and forgetting, and memory dysfunction. We will consider how we can make use of this information outside the laboratory to influence classroom learning, general memory, decision making, creativity, and problem solving. Three class hours plus one hour of laboratory work per week.

Requisite: Psychology 11 or 12. First semester. Professor Vishton.

**36. Psychology of Aging.** An introduction to the psychology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 1996-97. Professor Raskin.

**38. Sensation and Perception.** This course will explore the methods by which information is gathered from the surrounding world through all of our sensory modalities. Basic perceptual concepts and phenomena will be discussed in terms of stimulus variables and sensory mechanisms. Emphasis will be placed on the need to study the properties of an organism's habitat in order to understand its perceptual systems. The course will consider applications of perceptual theory outside the laboratory, including fields of advertising, medicine, human factors design, reading, virtual reality, and visual art. Three class hours plus one hour of laboratory work per week.

Requisite: Psychology 11 or 12. Second semester. Professor Vishton.

**39. Human Neuropsychology.** This course will examine brain-behavior relationships. We will review the organization of the human central nervous system and discuss the relationship between the nervous system and sensory and motor function, learning and memory, language, spatial behavior, and emotional processes. Students will be introduced to methods of neuropsychological assessment and we will discuss how alterations in brain function, due to disease or injury, can lead to changes in behavior. Finally, we will examine the role for human neuropsychology in the discovery and elucidation of brain-behavior relationships.

Requisite: Psychology 12 or 26, or consent of the instructor. First semester. Professor Turgeon.

**40f. Sex Role Socialization.** An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 20 students. First semester. Omitted 1996-97. Professor Olver.

**40. Sex Role Socialization.** Same description as Psychology 40f.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 20 students. Second semester. Omitted 1996-97. Professor Olver.

**44. The Social Psychology of Race.** An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Limited to 30 students. Requisite: Psychology 11. Second semester. Professor Hart.

**50f. Emotion.** Research on emotion is surveyed in order to closely examine the process of research in its various forms. The promises and problems inherent in trying to examine emotional processes will then be explored via a class research project, the specific topic to be arranged by the class and instructor.

Requisite: Psychology 11 and 22. First semester. Omitted 1996-97. Professor Demorest.

**52. The Psychobiology of Stress.** This course will explore the phenomenon of stress, its physiological and psychological correlates, and strategies for reducing its untoward consequences. We will begin by considering alternative views of the nature of stress, focusing on the difficulty of objectively describing the characteristics of environmental "stressors." Then we will review the neuroendocrine concomitants of stress and evaluate the role of stress in the etiology of disorders of health and behavior. Next we will explore the basis of individual differences in stress responding, including the possible origins of "Type A" versus "Type B" personality characteristics. Then we will turn to efforts to prevent or reduce stress and to attenuate anxiety, a psychological correlate of stress. We will evaluate efforts to develop animal models of anxiety, efforts to determine the neural substrates of this emotional state, and efforts to develop pharmacological and behavioral treatments for stress and anxiety. Finally we will consider evidence suggesting that drug addiction involves the self-administration of pharmacological agents to alleviate stress or anxiety.

Requisite: Psychology 12 or 26. Limited to 15 students. Second semester. Professor Sorenson.



**53. The Study of Lives.** This course will examine what can be learned about individuals through analysis of their narrative imagery. We will study narratives generated in response to a standard psychological test (e.g., the Thematic Apperception Test) as well as those which are more freely generated (e.g., autobiographical reports). Class work will focus on a close reading of narrative imagery in order to identify the dominant patterns of emotions, motivations, and cognitions which reflect the way an individual experiences his/her life. We will also consider the place of the study of individual lives in a field that has been dominated by a paradigm in which hypotheses are tested by collecting quantitative data from large numbers of subjects in experimental contexts.

Limited to 15 students. Requisite: Psychology 21. First semester. Professor Demorest.

**59. Hormones and Behavior.** This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Turgeon.

**60. Developmental Psychobiology.** A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 26. Limited to 20 students. Second semester. Omitted 1996-97. Professor Raskin.

**61. Psychopharmacology.** An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. Not open to Freshmen. First semester. Professor Sorenson.

**62. Human Cognition and Action.** This semester will look in detail at the nature of information processing and representation in the brains of humans and other species. Readings will consist of original manuscripts from scientific journals, ranging from classic papers to current work in progress. Special emphasis will be placed on understanding how represented information is used to guide behaviors. Students will be expected to play an active role in discussions and critiques of the readings.

Requisite: Psychology 33 or 38 or consent of the instructor. Limited to 15 students. Second semester. Professor Vishton.

**77, 78 or D78. Senior Departmental Honors.** Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

**97, H97; 98, H98. Special Topics.** This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done

good work in one or more departmental courses beyond the introductory level.  
A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

#### RELATED COURSE

**Personality and Political Leadership.** See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Professors Demorest and W. Taubman.

## RELIGION

Professors Doran, Niditch, Pemberton, and Wills; Associate Professors Elias\* and Gyatso (Chair); Visiting Assistant Professor Brown.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

*Major Program.* Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Departmental Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, "Introduction to Religion," Religion 64, "Theories of Religion," and a course in the comparative study of religious traditions, (e.g., Religion 32, 66 and 67), as well as five additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

\*On leave 1996-97.

All majors, including "double majors," are required early in the second semester of the senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

*Departmental Honors Program.* Honors in Religion shall consist of Religion 11s, Religion 64, a course in the comparative study of religious traditions, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

**11s. Introduction to Religion.** This course introduces students to the comparative study of religion by focusing on a major theme within a variety of religious traditions. Traditions and topics to be explored will vary from year to year. Examples of key themes include "the holy man or woman," "pilgrimage," "death and dying," "creation," and "canon and scriptural authority." In 1996-97 the course will focus on the body in religion. The particular traditions studied will be Buddhism, Christianity, and ancient and classical Judaism. Specific topics will include the body as cosmos, the creation of the body, icons of the body and their ritual uses, conceptions of sexuality, ascetic practices of physical discipline and of bodily mutilation, mind/spirit-body dualisms, and the problem of death. In the latter part of the course we will consider religious dimensions of contemporary ethical issues such as birth control, abortion, euthanasia, and representations of gender.

Second semester. Professors Gyatso and Niditch.

**15. Taoist and Confucian Religious Tradition.** The course will study the principal religious and philosophical traditions of China. We will begin with the works of Lao Tzu and Chuang Tzu, and their understanding of "the Way," the natural, "non-action" and the role of the feminine; the writings of Confucius, Mencius and later Neo-Confucians, and their insights into human nature, relationships, ritual, and language; and ancient Chinese cosmology and theories of divination as reflected in the *Book of Changes*. This will be followed by a study of several special topics, including Taoist mysticism, meditative techniques and longevity practices in the Tang dynasty; individualism in Ming Neo-Confucian writings; and outstanding works of Chinese poetry that reflect these trends. In the latter part of the course we will read twentieth-century autobiographical and literary works, including Chinese-American writings, that both continue and transform traditional worldviews in contemporary contexts.

First semester. Omitted 1996-97. Professor Gyatso.

**16. The Christian Religious Tradition.** An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions*, selections from St. Thomas Aquinas' *Summa Theologica*, the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy*, selections from Catholic and Protestant reformers, and Pascal's *Pensees*.

Second semester. Professor Pemberton.

**17. The Islamic Religious Tradition.** This survey course examines Islamic religious beliefs and practices from the origins of Islam to the present, stressing Islamic religious ideas, institutions and personalities. Central issues—such as Islamic scripture and traditions, law and theology, sectarianism and mysticism—and the variety of Islamic understandings of monotheism, prophethood, ritual and society will be the focus of the course. The primary goal of the course is to provide the student with a basic knowledge of important aspects of Islamic religious thought and practice.

First semester. Omitted 1996-97. Professor Elias.

**21. Ancient Israel.** This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.

First semester. Professor Niditch.

**22. Christian Scriptures.** An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Second semester. Professor Doran.

**23. Buddhism in Theory and Practice.** This course explores the central ideas and practices of Buddhism through a literary, philosophical, and historical study of its principal texts. We focus first on Indian Buddhist notions on the self (or "no-self"), human emotion, karma, meditative practices, the nature of suffering, and bondage, and the possibility of liberation. This is followed by a study of Buddhist ethics and lifestyles, from early Buddhist monasticism, to the Mahayana emphasis on lay life and compassion, to the radical Tantric recognition of liberation even within human sexuality and attachment. In the latter part of the course, we will explore several special movements in Buddhism, including the paradoxical discourse and practice of the East Asian Zen tradition, and recent social activism among South Asian and Tibetan nuns and monks in political upheavals and ecological movements.

First semester. Professor Gyatso.

**24. Muhammad and the Qur'an.** The course explores the origins of the Islamic religious tradition through its scripture, the Qur'an, and the life of its prophet, Muhammad. Muhammad's biography is analytically approached to understand the degree to which it has influenced the development of Islamic belief and ritual. The Qur'an is studied through its content, its origins, and the impact it has had on the development of Islam. The main purpose of the course is to examine the two religious phenomena which are considered central by all Islamic sects and divisions.

Second semester. Professor Brown.

**25. African Divination: Ways of Knowing, Rituals of Healing.** The course will explore a variety of divination systems in sub-Saharan Africa, including the poison oracle of the Azande, spirit mediums among the Yaka, and casting Ifa by Yoruba priests. We shall examine several approaches to the study of divination employed by Western scholars and be especially concerned to evaluate whether the way in which the use of the scientific method as a paradigm of thinking has

led to misleading comparisons, obscuring rather than illuminating the methodologies of non-Western systems of knowledge. We shall also be concerned to understand the interplay of verbal, visual, and performative arts in African cultures with respect to systems of knowing and rituals of healing.

Not open to Freshmen. Limited to 20 students. First semester. Professor Pemberton.

**29s. The Self Writing the Self: Autobiography in Religion.** In this course we shall explore the nature of selfhood as it is constituted in the writing of autobiography, and the significance of such selfhood in religion. Our questions include: What do autobiographies tell us about the relationship of personal identity, individuality, subjectivity, and alienation to religious thought and practice? What can we say about the relationship of the way one lives one's life and one's self-identity to what is remembered and written in autobiography? To whom are autobiographers telling their self-stories, and why? What constitutes such critical experiences as moments of conversion, enlightenment, or self-consciousness? Our interpretive methodology will draw from literary theory and the history and psychology of religion. Students will also keep autobiographical journals for the course as an exercise in the practice of this genre of writing. Our texts will be both modern and pre-modern, from Eastern and Western traditions, written by eminent and humble personages, and by religious, as well as secular, autobiographers concerned with religious issues. Autobiographical texts to be studied include those of Augustine, Teresa of Avila, a Tibetan Buddhist hermitess, a Jewish Kaballist mystic, a Native American visionary, a Chinese-American authoress, a seventeenth-century Venetian Rabbi, an American freed slave, a Japanese pilgrim poet, and James Joyce.

Second semester. Omitted 1996-97. Professor Gyatso.

**30. Buddhist Women and Representations of the Female.** (Also Women's and Gender Studies 19s.) This course explores three interrelated subjects: (1) Buddhist conceptions concerning the female gender. The primary sources for this question are the Buddhist tantras, where for the first time there appear the dakini "sky-walker"/trickster/buddhas, and there is developed an elaborate soteriology and practice involving sexuality. Also relevant are a series of sutra passages in which the nature of female enlightenment is debated, as is the nature of gender as such. (2) The lifestyles and self-conceptions of historical Buddhist women, focusing upon autobiographical writings by Buddhist women, and accounts of modern nuns involved in reform movements and political struggles in Asia. We will also look at the subversive teaching strategies of women teachers, hags, and other characters (putatively historical) in the biographies of Buddhist men. (3) Buddhist philosophy of language and its relation to Buddhist representations of the female, both of which issues will be studied in conjunction with the writings of Western feminist thinkers on language and semiotics, such as Butler, Kristeva and Cixous. In this context, we will explore the significance and practice of the "twilight language of the dakinis," cited widely in the tantras, "revelatory" writings, and biographical literature.

Limited enrollment. Second semester. Professor Gyatso.

**32f. Religion in the Atlantic World, 1450-1808.** An examination of the encounter of African and European religion in the creation and development of the Atlantic world, from the beginning of the slave trade until the Anglo-American withdrawal from it. How did African and European religions differ and how were they alike at the time of their meeting in the Atlantic world? How did they change in response to one another along the Western coast of Africa, in the

Caribbean and in North America? Attention will be given throughout to both West African and Kongo-Angola religious traditions, to both Catholicism and Protestantism, to both elite and popular religious patterns, and to the role of Islam in Africa and the New World.

First semester. Professor Wills.

**38. Folklore and the Bible.** This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

Second semester. Omitted 1996-97. Professor Niditch.

**39. Women in Judaism.** (Also Women's and Gender Studies 21.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal (*halakic*) and non-legal (*aggadic*) material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an interdisciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

First semester. Omitted 1996-97. Professor Niditch.

**40. Prophecy, Wisdom, and Apocalyptic.** We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Second semester. Professor Niditch.

**41s. Reading the Rabbis.** We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Second semester. Omitted 1996-97. Professor Niditch.

**44f. Greeks, Romans, Jews: Roots of Anti-Semitism.** This course will trace the interaction between Jewish communities and their non-Jewish neighbors in Mediterranean antiquity from the time of Alexander the Great (330 B.C.E.) to the Theodosian Code (435 C.E.). We will explore the way in which Jews were admired as a philosophic race and hated as the consummate "Other." We will try to situate Greek, Roman and early Christian writings about Jews and examine the Jewish responses to these writings in their proper socio-economic and cultural environments. The last section of the course will take soundings in the history of the treatment of Jews in medieval Europe and up to the present time.

First semester. Omitted 1996-97. Professor Doran.

**45s. History of Christianity—The Early Years.** This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man*, what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

Second semester. Professor Doran.

**50f. Images of Jesus.** One of the most dominant symbols in Western culture, the figure of Jesus, has been variously represented and interpreted—even the canonical Christian Scriptures contains four different biographies. This course will explore shifts in the contours of that symbol and the socio-cultural forces at play in such changes, as well as debates about the understanding of the figure of Jesus. Beginning with recent films about Jesus, the course will turn to examine the biographies in the Christian Scriptures and the heated debate in the fourth century over the identity of Jesus as Son of God. We will then trace trajectories through the medieval period in the visual and audial image of Jesus. To conclude, we will focus on the "social" Jesus, that is, Jesus the capitalist and the Jesus of liberation theology, as well as on the feminine Jesus, for example, portrayals of Jesus as mother and bride.

First semester. Professor Doran.

**53s. Sufism.** The course approaches Sufism from several directions: it examines individual Muslim mystics and Sufi martyrs; studies the social organization of Sufi communal life and religious practice; explores the symbolism of mystical poetry and Sufi philosophy; analyzes the ideas of the perfect man and the *mahdi* in esoteric Islam; and traces the development of Sufism in Africa and India. The primary goal of the course is to understand the spiritual dimensions of Islamic religious leadership and the variety of its manifestations in the intellectual life, social organizations, and regional diversification of the Islamic world.

Second semester. Omitted 1996-97. Professor Elias.

**54f. For Every Pharaoh There Is a Moses: Defining an Islamic Theology of Liberation.** The purpose of this course is to study modern Islamic writers and movements with the goal of formulating an Islamic theology of liberation. The course will commence with a brief study of the writings of Latin American lib-

eration theologians. Once we have successfully defined a theology of liberation in this environment, we shall proceed to the main section of the course. This will involve a detailed analysis of scriptural passages relating to liberation as well as the study of major Islamic movements of this century and the primary thinkers associated with them. Questions to be raised over the course of the semester include the relevance of traditional religious authority, the universal applicability of western Christian values, the justified use of violence, and the future of Islamic religion and society.

First semester. Omitted 1996-97. Professor Elias.

**55. Islam in the Modern World.** The purpose of the course is to achieve an understanding of events occurring in the Islamic world by studying how Muslims view themselves and the world they live in. Beginning with a discussion of the impact of colonialism, we will examine Islamic ideas and trends in the late colonial and post-colonial periods. Readings will include religious, political, and literary writings by important Muslim figures. Movements, events and central issues (e.g., the changing status of women and the legacy of the Gulf War) will be examined in the context of modern nation states (Egypt, Iran, Pakistan, Saudi Arabia, Turkey). One of the main objectives is to show that what appear to be similar movements in the Islamic world are, in fact, widely disparate in their origins and goals.

First semester. Omitted 1996-97. Professor Elias.

**59s. American Religious History I.** A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards) and the rise of Protestant evangelicalism; increasing religious diversity, including the growing importance of Catholicism and Judaism; and the formative role of race in American religious life, as evident in the creation by the slaves of Afro-American Christianity, the development in the north of independent black denominations, and the role of religious figures in the antebellum critique and defense of slavery.

Second semester. Omitted 1996-97. Professor Wills.

**60. American Religious History II.** A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and African American religion; and the continuing tension within all American religious communities between traditionalism and liberalization (especially in relation to questions of gender).

Second semester. Professor Wills.

**64f. Theories of Religion.** The course will pursue a critical analysis of several major theories concerning the nature of religious experience and their applicability to particular religious situations. Issues addressed will include the question of religion as a personal and/or social experience; the nature and diversity of religious modes of expression in relation to particular cultural contexts; and the problem of the referent of religious experience. Readings will be drawn from such nineteenth- and twentieth-century writers as R. Otto, E. Durkheim, F. Nietzsche, S. Freud, M. Weber, W. James, K. Nishitani, M. Eliade, J.Z. Smith, W. Proudfoot, R. Horton.

Not open to Freshmen. First semester. Professor Pemberton.



**66f. Myths of Women: East and West.** In a seminar format we will examine major archetypal images and themes of the feminine that recur in Western and Eastern literature. Classical sources include the epic traditions of the ancient Near Eastern and Mediterranean worlds, Hebrew and Christian scriptures, Taoist philosophical writings, Chinese love poetry, Indian erotic poetry, and visualizations of the goddess in Tantric traditions. We will also explore aspects of psychoanalytic theory relating to the feminine by Freud, Jung, and Neumann, and contemporary feminist readings of the myth of woman by Kim Chernin, Carol Christ, and others. Finally, we will juxtapose images of women in American popular culture from 1950 to the present with writings by American feminists of the same period, in order to explore recent developments and tensions in contemporary myths of the American woman.

First semester. Professors Gyatso and Niditch.

**67s. The End of the World: Visions of Spiritual Renewal.** At different times and in different cultures, groups of people have believed that the world as they know it is about to undergo profound transformation. This course will explore the circumstances that give rise to such movements, how the transformed world is envisioned, and whether and why the group survives or disbands. Movements to be explored include Polynesian cargo cults; contemporary Nigerian revitalization movements; the Jesus movement and other apocalyptic movements such as that of the Dead Sea Scrolls Covenanters in early Judaism; medieval Christian millenarians; and some of the so-called "cults" in the United States today.

Second semester. Omitted 1996-97. Professors Doran and Pemberton.

**72. Issues in Buddhist Philosophy.** A seminar designed for a critical examination of major questions raised in Buddhist philosophy. The seminar will center on a close reading of key passages from the Madhyamaka radical dialectic of Nagarjuna and Candrakirti; Dignaga's writings on language as absence (*apoha* theory); and Yogacara idealism and its critique of representation. Not only will we assess the success of these thinkers and schools within the overall Buddhist project to do philosophy without a metaphysical underpinning, we will also make our own assessment of these passages and their implications for contemporary discussions in philosophy. To stimulate our thinking for this latter question, we will read selected passages that bear upon Buddhist issues from contemporary Western philosophers, including Husserl, Heidegger, Sartre, and Derrida. In the final portion of the seminar we will consider recent Japanese attempts to write a philosophy of the body, based on Buddhist meditation theory and a variety of artistic practices.

Limited enrollment. Second semester. Omitted 1996-97. Professor Gyatso.

**77. Senior Departmental Honors.** Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

**D78. Senior Departmental Honors.** Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

**97, 98. Special Topics.** Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

## RELATED COURSES

**Anthropological Approaches to the Study of Religion.** See Anthropology 31s.  
Not open to Freshmen. Second semester. Omitted 1996-97. Professor Babb.

**Myth, Ritual and Iconography in West Africa.** See Black Studies 42.  
Second semester. Professor Abiodun.

**African Art and Western Culture.** See Fine Arts 72.  
Second semester. Professor Pemberton.

**The Reformation Era, 1500-1660.** See History 7s.  
Second semester. Omitted 1996-97. Professor Hunt.

## ROMANCE LANGUAGES

The Department of Romance Languages (French and Spanish) will be listed separately under French and Hispanic Language and Cultures.

## RUSSIAN

Professors Peterson†, Rabinowitz (Chair), J. Taubman, and Sandler; Assistant Professor Ciepielat; Lecturer V. Schweitzer; Visiting Lecturer Babyonyshev.

*Major Program.* Eight courses are required for the major. All majors, whether in Russian Literature or Russian Studies, must include Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 4 and above will count toward the major. Normally two courses taken during a semester abroad in Russia may be counted; H14 and H15 together will count as one course. Majors must pass a comprehensive exam during the senior year.

*Russian Literature* majors must elect at least two of the survey courses in literature and culture (21, 22, 23, 24). They must include in the major at least one course in Russian literature before 1850 and may count one course in Russian history or politics toward the major.

*Russian Studies* is an interdisciplinary concentration within the Russian major. Studies majors must elect at least one of the literature or culture survey courses (21, 22, 23, 24). Other courses will be chosen in consultation with the advisor from courses in Russian history, politics, culture and society. At least one course counted for the major must deal with Russian history, culture or literature before 1850. Honors work in Russian Studies will ordinarily be in the area of cultural studies or intellectual history. Students who anticipate writing an Honors essay in Russian social or political history or politics may request permission to work under the direction of Professor Peter Czap (History) or William Taubman (Political Science). Such students should consult with Professors Czap or Taubman early in their academic careers to insure that their College program provides a sufficiently strong background in the social sciences.

*Departmental Honors Program.* In addition to the requirements for the major program, the Honors candidate must take Russian 77-78 during the senior year and prepare a thesis on a topic approved by the Department.

†On leave first semester 1996-97.

*Study Abroad.* Majors are encouraged to spend a semester or a summer studying in Russia. Information about approved programs is available in the department office and from departmental faculty.

**1. First-Year Russian I.** Introduction to the contemporary Russian language. By presenting the fundamentals of Russian grammar and syntax, the course helps the student make balanced progress towards competence in oral comprehension, speaking, reading, and writing. Four meetings per week, with an additional conversation hour conducted by a native speaker.

First semester. Professor Rabinowitz and Lecturer Babyonyshev.

**2. First-Year Russian II.** Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professor Sandler and Lecturer Babyonyshev.

**3. Second-Year Russian I.** This course stresses vocabulary building and continued development of speaking and listening skills. Readings from authentic materials in fiction, non-fiction and poetry. Brief composition assignments. Four meetings per week conducted primarily in Russian.

Requisite: Russian 2 or the equivalent. This will ordinarily be the appropriate course placement for students with 2-3 years of high school Russian. First semester. Professor J. Taubman and Lecturer Babyonyshev.

**4. Second-Year Russian II.** Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Rabinowitz and Lecturer Babyonyshev.

**11. Third-Year Russian: Studies in Russian Language and Culture I.** A class meant to further skills in reading, speaking, understanding, and writing Russian, with materials from twentieth-century culture. Readings may include fiction and poetry by twentieth-century authors such as Akhmatova, Bulgakov, Bunin, Zoshchenko, Tsvetaeva, Mandel'shtam, Platonov, Siniavskii, Prigov, and Brodskii; film and video materials will be used as well. Conducted in Russian, with frequent writing assignments and occasional grammar and translation exercises.

Requisite: Russian 4 or equivalent. First-year students with strong high school preparation (usually 4 or more years) may be ready for this course. Professor Sandler and Lecturer Schweitzer.

**12. Third-Year Russian: Studies in Language and Culture II.** We will be reading, in the original Russian, works of fiction, poetry and criticism by nineteenth-century authors such as Radishchev, Pushkin, Lermontov, Gogol, Dostoevsky, Tjutchev and Chekhov. Some topics to be considered are the Russian lyric tradition; the shaping and reshaping of fictional types; and debates around the social function of literature. Conducted in Russian, with frequent writing assignments.

Requisite: Russian 11 or equivalent. Second semester. Professor Ciepiela and Lecturer Schweitzer.

**H14. Advanced Intermediate Conversation and Composition.** A course designed for intermediate level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Lecturer Schweitzer.

**H15. Advanced Conversation and Composition.** A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Lecturer Babyonyshev.

### COURSES OFFERED IN ENGLISH

**17s. Strange Russian Writers.** We will read tales of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, will include Tolstoy, Leskov, Platonov, Sinyavsky, Tolstaya, Petrushevskaya, Gogol, and Dostoevsky. Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention. All readings in English translation. Frequent short writing assignments.

Limited to 25 students. Second semester. Professor Ciepiela.

**21. Before Dostoevsky: Russian Realists and Romantics 1820-1860.** This is not a course in Dostoevsky, although he will provide our point of departure and point of return. We will study the cultural world from which he emerged. After a few weeks of reading early Dostoevsky, we will backtrack through his predecessors, assessing their innovations in narrative, psychology, and tone. They all appropriated the achievements of foreign contemporaries, and we will look at the Russian tradition in a comparative context. Readings include fiction and lyric poetry by Pushkin, Baratynsky, Odoevsky, Pavlova, Lermontov, Gogol, and Turgenev, with contextualizing material drawn from Austen, Byron, Hoffman, and Sand. We will study the ways in which individual writers resisted Romanticism, and then set Russian culture up for a permanent battle between romanticism and realism. Our class ends by returning to Dostoevsky, and contrasting him with his brilliant contemporary, Nikolai Leskov: how is it that Dostoevsky became the most influential novelist of all times, while Leskov is rarely read? Does the difference rest in their combinations of romanticism with realism, or with their very different absorption of foreign models?

First semester. Professor Sandler.

**22. Survey of Russian Literature II.** An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

**23. Russian Literature in the Twentieth Century.** The Russian intelligentsia expected its writers to be the conscience of the nation, twentieth-century saints, or, as Solzhenitsyn put it, "a second government." Stalin demanded that writers be "engineers of men's souls." Are these two visions all that different? Did the avant-garde's view that art should change the world, and the intelligentsia's moralizing tradition open the door for the excesses of Stalinism and Socialist Realism? Has the fall of the Soviet regime liberated Russian writers or deprived them of their most powerful subject? In search of answers, we will study major works of twentieth-century prose, and some poetry, by Zamiatin (*We*), Platonov, Bulgakov (*The Master and Margarita*), Pasternak (*Doctor Zhivago*), Solzhenitsyn, Sinyavsky, Brodsky, Petrushevskaya, and others, observing important parallels with contemporary developments in the visual arts and film. Conducted in

English, all readings in translation (students who read Russian will be given some special assignments). Two meetings per week.

First semester. Professor J. Taubman.

**24. Culture Shocks: Twentieth-Century Russia in Literature, Art and Film.** We will study cataclysmic social change in twentieth-century Russia through its literature, art, film and social history. Among the topics to be addressed: What cultural transformations were effected by the early Bolsheviks? How was the Revolution canonized in art and film? In what areas of Soviet life did bourgeois values persist? Why was the intelligentsia both courted and killed? What cultural myths sustained Stalin's rule? How were non-Russian nationalities culturally assimilated? How advanced was the program of socialist feminism and how did it affect women's personal and professional lives? What governs political behavior in today's "post-ideological" culture? Our readings will include essays by Trotsky, Kollontai, Sinyavsky and Solzhenitsyn; constructivist and socialist realist art; poetic and fictional works by Akhmatova, Mayakovsky, Bulgakov, Platonov and Petrushevskaya; the films of Vertov, Eisenstein, Dovzhenko and Muratova; and journalistic writings on such topics as the rise of Russian nationalism and the power of the mafia. All readings and discussions in English. No familiarity with Russian literature or history is assumed.

Second semester. Omitted 1996-97. Professor Ciepiela.

**25s. Seminar on One Writer: Vladimir Nabokov.** An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's lifelong meditation on the elusiveness of experienced time and on writing's role as a supplement to loss and absence. Students will be encouraged to compare Nabokov's many dramatizations of "invented worlds" and to consider them along with other Russian and Western texts, fictional and philosophical, that explore the mind's defenses against exile and separation. All readings in English translation, with special assignments for those able to read Russian. Two meetings per week.

Not open to Freshmen. Second semester. Professor Peterson.

**26. Women and Writing in Russia.** A seminar devoted to writings by and about women living in Russia during the last two centuries. Though we will include a critical consideration of such canonical writers as Pushkin, Tolstoy, and Chekhov, we will read mostly poetry, prose, autobiography and critical essays by Russia's women writers, including Rostopchina, Pavlova, Figner, Kollontai, Akhmatova, Tsvetaeva, Chukovskaya, Petrushevskaya, Katerli, and Tolstaya. We will explore their ideas about politics, work, family, friendship, sexuality, selfhood, and writing itself. Readings will be informed by recent feminist literary, psychoanalytic, and social theories. All readings and discussion in English.

Second semester. Omitted 1996-97. Professor Sandler.

**27. Fyodor Dostoevsky.** Dostoevsky is read primarily as a novelist, but also as a philosopher and social thinker. We shall consider the development of Dostoevsky's art from its epistolary beginnings through the creation of new literary forms: the so-called "novel tragedy" and the polyphonic novel. Topics for discussion will include Dostoevsky's assessment of reason and utopian thought, the role of the city, Slavophilism, the meaning of freedom and atonement. Works to be read include: *Poor Folk*, *The Double*, *Notes From Underground*, *Crime and Punishment*, *The Devils*, *The Brothers Karamazov*. Conducted as a seminar. Two class meetings per week.

Open to Juniors and Seniors. First semester. Omitted 1996-97. Professor Rabinowitz.

**28. Tolstoy.** Lev Tolstoy's life and writings encompass self-contradictions equaled in scale only by the immensity of his talent: the aristocrat who renounced his wealth, the former army officer who preached nonresistance to evil, the father of thirteen children who advocated total chastity within marriage, and, of course, the writer of titanic stature who repudiated all he had previously written, including *War and Peace* and *Anna Karenina*. We will read these two masterworks at leisure and in depth, along with selections from Tolstoy's other fictional and publicistic writings and selected critical studies of his work, as we explore both the nature of his artistic achievement and his evolving views on history, the family, war, death, religion, art, and education. Conducted in English, all readings in translation, with special assignments for students who read Russian. Two class meetings per week.

Second semester. Omitted 1996-97. Professor J. Taubman.

**29s. Russian and Soviet Film.** Lenin declared "Cinema is the most important art" and the young Bolshevik regime threw its support behind a brilliant group of film pioneers (Eisenstein, Vertov, Kuleshov, Pudovkin, Dovzhenko) who worked out the fundamentals of film language. Under Stalin, historical epics and musical comedies, not unlike those produced in Hollywood, became the favored genres. The innovative Soviet directors of the sixties and seventies (Tarkovsky, Parajanov, Abulazde, Muratova) moved away from politics and even narrative toward "film poetry." This course will introduce the student to the great Russian and Soviet film tradition. Frequent short writing assignments. Conducted in English. Two class meetings and one or two required screenings a week.

Second semester. Professor J. Taubman.

**38. Literature and Theory in Russia.** Many influential concepts of contemporary literary studies were strikingly formulated by Russian critics during the early decades of this century. In this course we will examine this contribution both in its native cultural context (Is there a peculiarly Russian fascination with "the word"?) and in relation to trends in Western scholarship. Among the theorists of language, literature and culture to be read are Propp, Jakobson, Shklovsky, Tynjanov, Eichenbaum and Bakhtin, as well as Western critics who refine or resist their approaches, including Benjamin, Barthes, Kristeva and DeMan. Theoretical readings will be informed by the study of poetic and prose works from nineteenth- and twentieth-century Russian literature (Pushkin, Leskov, Nabokov, Tsvetaeva). Topics to be considered include the relation between literature and politics, and the presence or absence of psychoanalytic and feminist perspectives. No background in Russian necessary.

Second semester. Omitted 1996-97. Professor Ciepiela.

#### ADVANCED LITERARY SEMINARS

**43. Advanced Studies in Russian Literature and Culture I.** The topic changes every year. This year's topic is "Childhood" and will be structured around Mikhail Nikolaev's book *Orphanage* which depicts life in a Soviet orphanage in the years prior to World War II. We will read segments/excerpts from classic Russian works on childhood, including Leo Tolstoy and Maxim Gorky. We will also view several documentary films which deal with this topic. Taught entirely in Russian.

First semester. Lecturer Schweitzer.

**44. Advanced Studies in Russian Literature and Culture II.** To be offered at Mount Holyoke College as Russian 304. The topic for 1996-97 is: Lev Tolstoy and his Wife: Family Confrontations. *Whose Fault?*, the posthumously published novella by Sofia Tolstoy, wife of the great Russian writer Lev Tolstoy, responds to his *Kreutzer Sonata*, a story of physical love and sexual relations within the family. *Whose Fault?*, while close in theme to its famous antecedent, polemicalizes on these same issues from the perspective of a woman. This "dialogue" provides an opportunity to understand both Tolstoy's spiritual strivings and the painful personal drama within his family. In addition to reading and discussing these core works, we will also study related biographical and critical materials, including the recent Russian film of *Kreutzer Sonata* by the renowned Russian director Mikhail Schweitzer. Taught entirely in Russian.

Second semester. Lecturer Schweitzer.

**77, 78. Senior Departmental Honors.** Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First and second semesters. The Department.

**97, 98. Special Topics.** Independent Reading Course.

First and second semesters. The Department.

## THEATER AND DANCE

Professors Birtwistle and Dougan; Associate Professor Woodson (Chair); Resident Artist Lobdell; Playwright-in-Residence Congdon; Adjunct Instructor Wolfzahn.

*Curriculum.* The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

*Major.* In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design and acting. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater by the end of the sophomore year. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

*Minimum Requirements.* The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance; two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: H91, H95 or H96 and 77 or 78. More specific information

about courses which fulfill requirements in the above categories can be obtained from the Department office.

*The Senior Project.* Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer of, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis of the student's education in theater and dance.

Project proposals are developed in the junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

*Comprehensive Evaluation.* Because the Theater and Dance curriculum is sequenced, successful completion of the major series—Production Studio, Junior Seminar and Senior Project—represents satisfaction of the departmental comprehensive requirement.

*Departmental Honors Program.* Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

*Extra-Curriculum.* In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

## Theater and Dance

### CORE COURSES IN THEATER AND DANCE

**11. The Language of Movement.** This course is an exploration of movement as a language that communicates thought, emotions, cultural and social traditions. Students will explore their personal vocabularies of movement (use of weight, posture, gesture, rhythm, space, relationships of body parts) and discuss what these vocabularies might indicate about their systems of belief and aesthetic preferences. This inquiry will extend to observations of individuals and groups



in everyday situations and in formal performance contexts. These observations will be used as creative inspiration for improvisational explorations and compositions that extend the understanding of movement as a language.

The course will include four hours per week of studio class work in addition to regular viewings of films, videos, dance concerts and other movement events. Selected readings in dance history, philosophy and anthropology. Two two-hour class meetings and a two-hour production workshop per week.

Limited to 20 students. First semester. Professor Woodson.

**12. Materials of Theater.** An introduction to designing and directing conducted in a combined discussion/workshop format. Early class discussions focus on a theoretical exploration of the nature of theater as an art form, examining selected theories of performance from Aristotle through Robert Wilson. Students question these theoretical assumptions and develop a language for analyzing the visual aspects of theater. Later classwork explores the process of translating the written text into visual form. Two three-hour classes; production workshop included in this time.

Limited to 12 students. Second semester. Professor Dougan.

**13. Action and Character.** An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop rehearsal of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based on the instructor's attempt to achieve a suitable balance between freshmen and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 72 hours of the first meeting.

First semester. Resident Artist Lobdell.

**13s. Action and Character.** Same description as Theater and Dance 13.

Second semester. Resident Artist Lobdell.

## COURSES IN THE ARTS OF THEATER AND DANCE

**17. Playwriting.** A workshop in writing for the stage. The semester will begin with exercises in monologue, dialogue, and the scene unit, then move gradually into the making of a short play. Writing will be done in and out of class; students' work will be discussed in the workshop and/or in private conferences. We will also study selected plays by established writers, past and present, learning how they begin plays and end them; what they leave out and what they emphasize; how they order scenes; how they conceive of character and plot (if at all); what they make of gesture, silence, speech.

Not open to Freshmen. Admission with consent of the instructor. Limited to 15 students. First semester. Playwright-in-Residence Congdon.

**H19. Contemporary Dance Techniques: Modern II.** The study and practice of contemporary movement vocabularies, including regional Dance forms, contact improvisation and various modern Dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction

to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level. In the fall the topic will be Modern.

Limited to 20 students. First semester. Instructor Dowling.

**H19s. Contemporary Dance Techniques: Ballet/Modern (Beginning Intermediate).** Same description as Theatre and Dance H19.

Limited to 20 students. Second semester. Instructor Wolfzahn.

**H19s. Contemporary Dance Techniques: Comparative Caribbean Dance.** See Five College Course Offerings by Five College Professors for description.

Limited to 20 students. Second semester. Five College Professor Daniel.

**24f. Playwriting Studio.** A workshop/seminar for writers who want to complete a full-length play or series of plays. Emphasis will be on bringing a script to a level where it is ready for the stage. Although there will be some exercises in class to continue the honing of playwriting skills and the study of plays by established writers as a means of exploring a wide range of dramatic vocabularies, most of the class time will be spent reading and commenting on the plays of the workshop members as these plays progress from the first draft to a finished draft.

Requisite: Theater and Dance 17 or the equivalent. Admission with consent of the instructor. Limited to 10 students. First semester. Playwright-in-Residence Congdon.

**32f. From Text to Performance.** A theoretical and practical consideration of the process by which the Playwright's work is transmitted to the audience through the medium of theatrical production. The work of the course normally consists of the close examination and preparation for public performance of a single text or series of closely related texts.

First semester. Omitted 1996-97. Professor Birtwistle.

**33s. From Idea to Performance.** A theoretical and practical consideration of the process by which the performance maker's initial idea is altered, adapted, developed, rehearsed and finally transmitted to the audience through the medium of theatrical production. The work of the course normally consists of the creation and preparation of a full-length performance piece for a public audience.

Second semester. Omitted 1996-97. Resident Artist Lobdell.

**37. The Actor's Instrument.** Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater and Dance 13. Limited to 16 students. First semester. Resident Artist Lobdell.

**38. Acting Studio.** An advanced course in acting. The class will focus upon the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solutions. The interaction of the actor's creative work outside rehearsal and the work within rehearsal will be delineated by assigned

exercises. The class will rehearse one or more plays for performance as part of the Department's production season.

Requisite: Theater and Dance 37 or consent of the instructor. Limited to 16 students. Second semester. Resident Artist Lobdell.

**41s. Scene Design.** The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in stagecraft. Second semester. Professor Dougan.

**42f. Lighting Design.** An introduction to the theory and techniques of the theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. First semester. The Department.

**43. Costume Design.** An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in costume construction. First semester. Professor Dougan.

**44f. Design Studio.** An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43. First semester. Professor Dougan.

**44. Design Studio.** Same description as Theater and Dance 44f.

Second semester. Professor Dougan.

**45. Stage Directing.** Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Emphasis on coaching actors. Studio presentation of four scenes.

Requisite: Theater and Dance 12 and 13. Limited to ten students. First semester. Professor Birtwistle.

**46. Directing Studio.** An advanced course in Directing. Each Directing student will select, cast, rehearse and lead the development of the production concept for two or more short plays to be presented as part of the Department's production season. In some cases the directors may work with design students in the development and realization of the visual aspects of the production. After each production, the student will submit a complete production book and respond to evaluation by the department faculty.

Requisite: Theater and Dance 45. Consent of the Chairperson must be obtained during the pre-registration period. Second semester. Professor Birtwistle.

**49. Performance Design.** An intermediate course in the principles and techniques of the designer's approach to creating environmental and corporeal imagery for live performance: Working from a variety of scripted and improvised sources and with text, movement, sound and objects—students will discover

strategies for the collaborative design of performance pieces. The course is appropriate for students with background in performance, theater design or the fine arts. Two two-hour classes per week.

Admission with consent of the instructor. Limited to ten students. First semester. Omitted 1996-97. Professor Dougan.

**52. Scripts and Scores.** This course will provide structures and approaches for creating dance/theater/performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, non-traditional music and sound and chance scores to inspire and include in performance. Students will create and perform dance/theater/performance pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week plus two-hour rehearsal lab.

Limited to 12 students. Second semester. Professor Woodson.

**53. Performance Studio.** An advanced course in the techniques of creating original performance works. Students will create performance pieces that develop and incorporate original choreography, text, music, sound and/or visual design. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and/or events will be presented and evaluated at the end of the semester. Can be taken more than once for credit.

Requisite: Theater and Dance 52 and consent of the instructor. First semester. Professor Woodson.

**54. Choreography and the Camera.** This class will explore the connections between choreography/performance and video/film. The emphasis on the course will be experimental—to learn by doing. We will work with both cinematographic and choreographic terms and languages to discover similarities and differences. An attempt to encourage reciprocity and dialogue between choreography and video/film will be the principal spirit that animates the course. Experiments will alternate between using choreographic concepts and structures to translate into video and vice versa. Sessions will include studio practice with choreography and the camera (primarily video hi8), class discussions, the regular viewing of videos and films, basic editing techniques, and assigned readings.

Requisite: Previous experience in choreography, directing or video/film useful but not required. Admission with consent of the instructor. Second semester. Professor Woodson.

**77, 78. Senior Departmental Honors.** For Honors candidates in Theater and Dance.

Open to Seniors. First and second semesters. The Department.

#### COURSES IN THE HISTORY, LITERATURE, AND THEORY OF THEATER AND DANCE

**79s. Issues in Contemporary Dance: Technique and Theory.** A study of contemporary Dance forms which integrates the theoretical, historical and practical perspectives. By combining readings, discussions, the regular viewing of films,

video and live performances and studio sessions, students will examine issues in contemporary Dance and question why and how different styles developed and what attitudes and values these styles embody and promote—especially in regard to body image, gender identity, aesthetic ideals and political and social standards. Examples will be drawn from European, Afro-Caribbean and Asian traditions and include such diverse artists as Martha Graham, Twyla Tharp, Nijinsky, Mark Morris, Merce Cunningham, Katherine Dunham, Kei Takei, Fred Astaire, Charles "Honi" Coles, Yvonne Rainer, Bill T. Jones, Karen Finley, George Ballanchine, Jawole Willa Jo Zollar, Kazuo Ohno, Meredith Monk, Alvin Ailey, etc.

Limited to 20 students. Second semester. Omitted 1996-97. Professor Woodson.

**81. Theories of Performance.** A study of various concepts of the actor's approach to performing the role. Among others the course will examine Stanislavsky's systematic theory of acting in relation to realism in the theater; Zeami's descriptions of the *hana*—the moment of the actor's art in the Noh Theater of Japan; Brecht's alienation techniques in his epic theater; Robert Wilson's emphasis upon the native presence of the purposeful human on stage, Augusto Boal's Theater of the Oppressed. The course will consider the theoretical and aesthetic descriptions of the actor's work as a means of defining the nature and purpose of theater as art. Special attention will be given to the relationship between the conceptual descriptions of the actor's process and the practical demands of a particular script. In addition to the readings students will view a number of films and live events.

First semester. Omitted 1996-97. Resident Artist Lobdell.

**84f. Modern Drama: Ibsen to Pinter.** This course ranges from the beginning of the nineteenth century to the late 1970s, from Europe and the United States to the Caribbean, Africa and the Far East. Other than a loose chronology, we will be observing few rules in our travels. Plays are rarely created according to "ism"s (although if they survive they end up being squeezed into one); therefore, we will be approaching each play as innocently as possible, noting not only how its author demonstrates certain approaches to theater prevalent in the day, but also how he or she defies them and anticipates future aesthetics. We will follow the evolution of dramatic structure in such writers as Büchner, Ibsen, Strindberg, Chekhov, Wedekind, Treadwell, Stein, Jarry, Brecht, Lorca, O'Neill, Genet, Baraka, Césaire, Soyinka, and Handke.

First semester. Omitted 1996-97. Professor Congdon.

**85. Shakespeare's Stage Geography.** (Also English 56f.) Adopting two points of view—the performer's and the reader's—we will examine how Shakespeare constructs imaginative systems in space. Keeping in mind the bare quality of the Elizabethan stage, we will ask how the performer/reader experiences places (such as thresholds, balconies, cliffs, and coastlines) in Shakespearean drama. How do these places conjure a more general stage geography? Crucially, how can we, as performer/reader "position" Shakespeare's language against a background of fluid (even unstable) spatial zones? Working with five plays—*Richard III*, *Hamlet*, *Twelfth Night*, *King Lear*, and *Cymbeline*—we will aim for ambidexterity in thinking both critically and creatively about Shakespeare. Students will be asked to rehearse scenes outside of class as well as complete writing assignments. Previous acting experience is not necessary for admission to the class. Two class meetings per week: 1-2 hour seminar; 1-3 hour studio.

Admission with consent of the instructor. Not open to Freshmen. Limited to 16 students. First semester. Omitted 1996-97. Resident Artist Lobdell and Professor Katz.

**86f. Topics in Theater and Dance.** A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructor of individual courses.

First semester. Omitted 1996-97.

**86. Topics in Theater and Dance.** Same description as Theater and Dance 86f. Second semester. Omitted 1996-97.

**88. American Theater: The Golden Age.** Plays, playwrights and theatrical production in America from Eugene O'Neill and the arrival of modernism to the decline of the Broadway theater after the major works of Arthur Miller and Tennessee Williams. Other major playwrights to be considered will include Elmer Rice, Rachel Crothers, Clifford Odets, Langston Hughes, Lillian Hellman, and George S. Kaufman. Study of musical theater will include George and Ira Gershwin, Richard Rodgers, Lorenz Hart and Oscar Hammerstein II. Examination of Modern Dance will center on the works of Ruth St. Denis, Ted Shawn, Doris Humphrey and Martha Graham. Commercial producing procedures and the importance and influence of such organizations as the Theater Guild, Group Theater, Federal Theater and the Actors' Studio will also be considered.

Second semester. Professor Birtwistle.

**H91. Junior Seminar.** An investigation of the collaborative nature of theater production in a wide variety of non-collegiate contexts, using the case study method. Special attention is paid to the development of problem-solving skills and appropriate professional relationships.

First semester. The Department.

**H95. Production Studio.** An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of the department. Not open to Freshmen. First semester. The Department.

**H96. Production Studio.** Same description as H95.

Second semester. Professor Dougan.

**97, H97, 98, H98. Special Topics.** Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

## Five College Dance

*Five College Dance Department.* In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Choreography, and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. For exact course times, locations, professors and

course numbers, consult the Five College Dance Department schedule of dance classes available at the Office of the Registrar or at the Department of Theater and Dance office. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

*The Five College Dance Department Faculty.* Professors Lowell, Schwartz, Waltner and Watkins; Associate Professors Coleman (Chair), Daniel, Freedman, Nordstrom, and Woodson; Assistant Professors R. and C. Flachs; Visiting Guest Artists Brown and Wu.

## STUDIO TECHNIQUE

Participation in technique classes beyond Level I is by audition or by consent of the instructor; students may repeat any level for credit. Technique classes are taken for half-credit.

**Modern Dance.** Introductory through advanced study of modern dance techniques: body alignment, coordination, strength and flexibility, and basic modern vocabularies. More advanced levels include extending movement, expressivity, performance style, personal technique clarity, and musical phrasing.

**Modern Dance I.** First semester. To be offered at Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts.

**Modern Dance I.** Second semester. Omitted 1996-97.

**Modern Dance II.** First semester. To be offered at Amherst College and Smith College.

**Modern Dance II.** Second semester. Omitted 1996-97.

**Modern Dance III.** First semester. To be offered at Hampshire College, Mount Holyoke College, and Smith College.

**Modern Dance III.** Second semester. To be offered at Amherst College.

**Modern Dance IV.** First semester. Omitted 1996-97.

**Modern Dance IV.** Second semester. To be offered at Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts.

**Modern Dance V.** First semester. To be offered at Mount Holyoke College and the University of Massachusetts.

**Modern Dance V.** Second semester. Omitted 1996-97.

**Contemporary Dance Techniques: Modern II.** See Amherst College Theater and Dance H19. First semester. Instructor Dowling.

**Contemporary Dance Techniques: Modern III.** See Amherst College Theater and Dance H19s. Second semester. Instructor Wolfzahn.

**Contemporary Dance Techniques: Comparative Caribbean Dance.** See Five College Course Offerings by Five College Professors for description. To be offered at Amherst College. See Theater and Dance H19s. Second semester. Professor Daniel.

**Modern Dance VI.** Second semester. To be offered at Mount Holyoke College and Smith College.

**Contact Improvisation.** Second semester. To be offered at Mount Holyoke College and the University of Massachusetts.

**Modern Repertory.** Second semester. To be offered at Mount Holyoke College.

**Ballet.** Introductory through advanced study of balletic forms. Emphasis is placed on extending combinations in center floor, musicality, performance style, balance and endurance. Pointe work to be included at instructor's discretion.

**Ballet I.** First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

**Ballet I.** Second semester. Omitted 1996-97.

**Ballet II.** First semester. To be offered at Smith College.

**Ballet II.** Second semester. Omitted 1996-97.

**Ballet III.** First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

**Ballet III.** Second semester. Omitted 1996-97.

**Ballet IV.** First semester. Omitted 1996-97.

**Ballet IV.** Second semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

**Ballet V.** First semester. To be offered at Smith College and the University of Massachusetts.

**Ballet V.** Second semester. Omitted 1996-97.

**Ballet VI.** First semester. Omitted 1996-97.

**Ballet VI.** Second semester. To be offered at Mount Holyoke College and Smith College.

**Floor Barre.** First semester. To be offered at Smith College.

**Ballet Repertory.** First semester. To be offered at Mount Holyoke College.

**Jazz Dance.** Introductory through advanced jazz dance technique, including study of polyrhythms, body isolations, movement analysis, syncopation. Emphasis is placed on extending musicality, complexity of movement combinations and phrasing, and the evolution of performance style.

**Jazz Dance I.** First semester. To be offered at Smith College and the University of Massachusetts.

**Jazz Dance I.** Second semester. Omitted 1996-97.

**Jazz Dance II.** First semester. Omitted 1996-97.

**Jazz Dance II.** Second semester. Omitted 1996-97.

**Jazz Dance III.** First semester. To be offered at Smith College and the University of Massachusetts.

**Jazz Dance III.** Second semester. Omitted 1996-97.

**Jazz Dance IV.** First semester. Omitted 1996-97.

**Jazz Dance IV.** Second semester. To be offered at Mount Holyoke College and the University of Massachusetts.



**Jazz Dance V.** First semester. To be offered at the University of Massachusetts.

**Jazz Dance V.** Second semester. Omitted 1996-97.

**Jazz Dance VI.** First semester. Omitted 1996-97.

**Jazz Dance VI.** Second semester. To be offered at the University of Massachusetts.

## THEORY

Theory courses are taken for full credit and generally include three class hours and two to three lab hours.

**Scientific Foundations of Dance I.** An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova.

First semester. To be offered at Mount Holyoke College and the University of Massachusetts.

**Scientific Foundations of Dance II.** Principles of physiology and psychology applied to improving Dance technique.

Second semester. To be offered at the University of Massachusetts.

**Elementary Composition: Language of Movement.** See Theater and Dance 11.

First semester. To be offered at Amherst College. Professor Woodson.

**Elementary Composition.** Techniques of movement exploration to expand the range of movement responses to a variety of problems and scores.

First semester. To be offered at Smith College and the University of Massachusetts.

**Elementary Composition.**

Second semester. To be offered at Hampshire College.

**Intermediate Composition.** Study of the principles and elements of choreography. Studies assigned in the use of time, space, energy, motion, character development, rhythm, costumes and props, comedy, site-specific (environment), music.

First semester. Omitted 1996-97.

**Intermediate Composition.**

Second semester. To be offered at the University of Massachusetts.

**Intermediate Composition: Scripts and Scores.** See Theater and Dance 52.

Second semester. To be offered at Amherst College. Professor Woodson.

**Advanced Composition: Performance Studio.** See Theater and Dance 53.

First semester. To be offered at Amherst College. Professor Woodson.

**Advanced Composition.** Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography, including solo, duet, and group forms. Requirements include readings and written critical analyses of selected performances.

First semester. To be offered at the University of Massachusetts.

**Advanced Composition.**

Second semester. To be offered at Mount Holyoke College.

**Choreography and the Camera.** See Theater and Dance 54.

Second semester. To be offered at Amherst College. Professor Woodson.

**Issues in Contemporary Dance: Technique and Theory.** See Theater and Dance 79s.

Second semester. Omitted 1996-97. Professor Woodson.

**Dance and Culture.** This course explores the role of Dance in non-Western cultures, discussing such topics as ritual, initiation, life cycles, masks and costumes, creation myths, and the relation of Dance to other art forms. Course work consists of lectures, readings, films, video, mid-term and final performance projects and essays. Students will learn some simple music and dances from non-Western cultures. No previous performance training is necessary.

Second semester. To be offered at Smith College.

**West African Dance.**

First semester. To be offered at Mount Holyoke College.

**West African Dance.**

Second semester. To be offered at Mount Holyoke College.

**Comparative Caribbean Dance.**

First semester. To be offered at Hampshire College and Smith College.

**Middle Eastern Dance.**

First semester. To be offered at Hampshire College.

**Javanese Dance.**

First semester. To be offered at Smith College.

**Flamenco.**

First semester. To be offered at Mount Holyoke College.

**Classical Indian Dance I.**

First semester. To be offered at Smith College.

**Classical Indian Dance II.**

First semester. To be offered at the University of Massachusetts.

**Dance as an Art Form.** This course will be an intensive introduction to the ways a dancer works and creates, intended for students with real interest, curiosity and willingness to work whether or not they have a Dance background. Classwork will include technique (studying principles of efficient movement and expressive motion), creative studies and lectures/discussion on Dance events. Outside of class students will maintain a discipline of body work and creative work, rehearse their compositions, read, write and attend Dance concerts and films. Class attendance is required. The emphasis will be on the firsthand experience of working as a dancer supported by reading and viewing the work of other dancers.

First semester. To be offered at Hampshire College.

**Dance in the Twentieth Century.** The major elements of twentieth-century theatrical dance will be explored with a strong emphasis on enhancing the understanding of it by a viewing audience. Discussion will include historical background, Dance training, choreography, performance, costuming, lighting, and music. Class work consists of lecture, film video, guest performer lecture-demonstration, a mid-term, final, and student projects. Readings will be from a variety of sources on twentieth-century Dance and related subjects.

First semester. Omitted 1996-97.

**Dance in the Twentieth Century.**

Second semester. To be offered at Mount Holyoke College.

**Laban Analysis I.** This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes.

Second semester. To be offered at Hampshire College.

**Advanced Studies: Music Analysis/Performance for Dance.** The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition (visual aspects of music and movement), communication between dancer and musician, and music listening.

First semester. To be offered at Mount Holyoke College.

**Rhythm Analysis.** The study of music from a dancer's perspective. Topics include musical notation, construction of rhythm, elements of composition, (visual aspects of music and movement), communication between dancer and musician, and music listening.

First semester. To be offered at the University of Massachusetts.

## WOMEN'S AND GENDER STUDIES

Professors Basu, Olvert, Parkert, and Sandler; Associate Professors Barale (Chair), Bumiller\*, and Hunt; Visiting Lecturer Shroff; Dean Snively.

Women's and Gender Studies is an interdisciplinary exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

*Major Program.* Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include: Women's and Gender Studies 11, 23 or 24, and 75. The remaining four electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses which address issues of women and/or gender as a part of their concern may be counted towards the major only if approved by the Women's and Gender Studies Department. A seminar presentation in Women's and Gender Studies 75 will serve as the occasion for the student's comprehensive examination.

*Departmental Honors Program.* The work of the Senior Seminar may be used as the basis for developing an honors thesis. Students accepted as honors candidates will also elect Women's and Gender Studies 77 and 78, or D78, in addition to the courses required for the major.

**6f. Women and Art in Early Modern Europe.** (Also Fine Arts 84f.) This course will examine the ways in which prevailing ideas about women and gender shaped visual imagery, and how these images, in turn, influenced ideas concerning women from the Renaissance to the Enlightenment. It will adopt a comparative perspective, both by identifying regional differences

\*On leave 1996-97.

†On leave first semester 1996-97.

among European nations and tracing changes over time. In addition to considering patronage of art by women and works by women artists, we will look at the depiction of women heroes such as Judith; the portrayal of women rulers, including Elizabeth I and Marie de' Medici; and the imagery of rape. Topics emerging from these categories of art include biological theories about women; humanist defenses of women; the relationship between the exercise of political power and sexuality; differing attitudes toward women in Catholic and Protestant art; and feminine ideals of beauty. Two class meetings per week.

First semester. Professor Courtright.

**7s. To Paint a Modern Woman's Life.** (Also Fine Arts 87s). We will revel in dramatically different works by women artists, from Berthe Morisot and Mary Cassatt, to Hannah Hoch, Frida Kahlo, Helen Frankenthaler, Nancy Graves, Magdalena Abakanowicz, Cindy Sherman, Jenny Holzer, and the Guerrilla Girls on down, as we explore how they created themselves through their work. As a foil, we will analyze the invented personas of Sarah Bernhardt and Madonna, as well as images of women by Renoir, Cezanne, Picasso, Magritte, De Kooning, Woody Allen, and Saura. While we will focus on original objects and primary texts (such as artists' letters or interviews), we will also critique essays by current feminist scholars and by practitioners of "the new cultural history," in order to investigate possible models for understanding the relationship between a woman and her modern culture at large.

Second semester. Omitted 1996-97. Professor Staller.

**10f. Reading Gender, Reading Race.** (Also English 10f.) See English 10f for description.

Limited to 17 Freshmen. First semester. Professor Barale.

**11s. The Cross-Cultural Construction of Gender.** This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include the uses and limits of biology in explaining human gender differences; male and female sexualities including homosexualities; women and social change; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; and the functions of visual and verbal representation in the creating, enforcing and contesting of gender norms.

Second semester. Professors Barale and Olver.

**13. Gender Representations.** This course will examine a wide variety of cultural texts in order to study how femininity and masculinity are constructed in reference to one another. Closely reading drama, novels, short stories, and films that are contemporary as well as historical, this class will pay attention to the ways in which our assumptions about gender as something "natural" are shaped by its representations, and how those representations themselves—and hence our understanding of what is "natural"—change over time and across cultures. Authors will include: James Baldwin, Willa Cather, Sandra Cisneros, Lorraine Hansberry, Zora Neale Hurston, Sarah Orne Jewett, Carson McCullers, Tennessee Williams, Richard Wright, and Shawn Wong.

First semester. Omitted 1996-97. Professor Barale.

**14. Ingrate Books: Chartering and Un-chartering Patriarchy.** The European canon tells and retells the heroic tale of how males took charge of heaven and earth. We shall consider the formation of that ancient tradition from the per-

spective of modern works that revise, debunk, or reverse the parable. Classic texts will be paired with modern retellings or equivalents: Homer's *Odyssey* with Christine Bell, *The Perez Family*; *The Homeric Hymn to Demeter* with Jenny Joseph, *Persephone*; Aeschylus' *Oresteia* with Emily Brontë, *Wuthering Heights*; Plato's *Symposium* with Henry James, *The Bostonians*; Virgil's *Aeneid* with Willa Cather, *A Lost Lady* and *The Professor's House*.

We shall examine how the subordination of female to male supports other ranked categories: mind/body, rational/irrational, public/private, heaven/earth, order/disorder. How do these hierarchies justify violence (rape, intra-familial murder, human sacrifice, silencing) in founding and maintaining the cultural order? How does the emergence of (homo) sexualities, ancient and modern, undermine the authority of this orderly, androcentric "nature"? What can be the cultural use of the great heroines and goddesses (Penelope, Demeter, Clytemnestra, Athena, Dido) as male constructs implicated in the silencing of ancient women? Does the project of filling that silence offer a basis for a modern non-exclusionary canon?

Second semester. Omitted 1996-97. Professor Griffiths.

**15s. Feminism and Its Critics in Context.** This course examines a series of feminist (and non-feminist) political and cultural productions from the nineteenth century to the present. The central aims are: to develop an understanding of how particular novels, poems, political writing and other texts grew out of historical debates surrounding gender, race, class, and sexuality; to examine the extent to which such productions reflected (or failed to reflect) the lives of real women and men; and to assess these texts in light of present-day movements for social change. Readings may include texts by Emily Dickinson, Harriet Jacobs, Charlotte Perkins Gilman, Virginia Woolf, Simone de Beauvoir, Adrienne Rich, and Audre Lorde, but also will touch on the thought of Karl Marx, Friedrich Engels, Sigmund Freud, Ayn Rand and others.

Second semester. Professor Hunt.

**18. Images of European Women, 1500-1800.** This course examines the history and culture of European women in the early modern period through the art, music, literature, and philosophy of the period, as well as selected readings in women's history. Topics will range widely but will include women and court life, the great European witch-craze, gender and poverty, women and the world of urban trade, women and religion (including women and Judaism); women artists, musicians and intellectuals, early modern philosophical debates by and about women, and women in the Age of Democratic Revolutions.

Second semester. Omitted 1996-97. Professor Hunt.

**19s. Buddhist Women and Representations of the Female.** (Also Religion 30.) See Religion 30 for description.

Limited enrollment. Second semester. Professor Gyatso.

**20f. Topics in the History of Sex, Gender, and the Family.** (Also History 93.) See History 93 for description.

Limited to 20 students. First semester. Omitted 1996-97. Professor Hunt.

**21. Women in Judaism.** (Also Religion 39.) See Religion 39 for description.

First semester. Omitted 1996-97. Professor Niditch.

**23s. Topics in Feminist Theories I: Practices of Race and Gender Resistance.** Emphasizing differences related to race and privilege, this course will offer an introduction to the cultural, literary, and political theories of feminism. This course will explore how the recognition of the heterogeneity of women's experiences

has challenged and transformed Western feminist theory. We will question how assertions and denials of difference within feminist theories have created struggles over the definition of "woman" and strategies to confront gender oppression.

Second semester. Omitted 1996-97. Professor Bumiller.

**24f. Topics in Feminist Theories II: Identifying Bodies.** This course will focus upon the constructions and intersections of gender, race, and sexuality by closely reading contemporary theory as well as literary texts. Theoretical texts will include works by Chapkis, de Lauretis, Freud, Lorde, Rich, Rubin, Sedgwick, Spivak, and Wittig. Among the fiction will be short stories by Chopin, Hurston, Jewett, O'Connor and novels by Baldwin, de Maurier, and Morrison. There will be frequent writing assignments as well as two long papers.

Recommended requisite: Women's and Gender Studies 11 or 23 or the equivalent. Limited to 20 students. First semester. Professor Barale.

**29. Black Gay Fiction.** (Also English 91.) See English 91 for description.

First semester. Professor Johnson.

**30. In Their Own Words: Autobiographies of Women.** How does the writing of autobiography help a woman affirm, construct, or reconstruct an authentic self? How does she resolve the conflict between telling the truth and distorting it in making her life into art? Is the making of art, indeed, her chief preoccupation; or is her goal to record her life in the context of her times, her religion, or her relationship to others? Reading autobiographies of women writers helps us raise, if not resolve, these questions. We shall also consider how women write about experiences particular to women as shown in their struggles to survive adversity; their sense of themselves as authorities or challengers of authority, as well as their sense of what simply gives them pain or joy. Readings from recent work in the psychology of woman will provide models for describing women's development, as writings of women in turn will show how these models emerge from real lives. The syllabus will include traditional autobiography, historical memoir, poetry, journals and personal narratives, psychological studies, criticism and theory: Maxine Hong Kingston's *The Woman Warrior*, Maya Angelou's *I Know Why the Caged Bird Sings*, poetry and prose by Elizabeth Bishop, Shirley Abbot's *Womenfolks*, Charlotte Brontë's *Jane Eyre*, Jamaica Kincaid's *Annie John*, Carol Gilligan's *In a Different Voice*, Mary Field-Belenky, et al., *Women's Ways of Knowing*, and recent work by Janet Surrey, as well as selections from works by Paule Marshall, Virginia Woolf, Toni Morrison, Alice Walker, Lorene Cary, and, of course, Anonymous. Writing requirements will include several short papers and an autobiographical essay.

Second semester. Dean Snively.

**31. Sexuality and Culture.** This year we shall construct an anatomy of liberation plots, ancient and modern. In claiming the freedoms promised in the American charter, the civil rights movement, second-wave feminism, and gay-lesbian liberation have variously cultivated and debunked archetypal myths of deliverance: exodus and odyssey; heroic and pious self-sacrifice; romantic rescue; the Word that sets free. These contested plots revive primordial questions: How does "freedom," though illusory and unachievable as an ideal, serve by its absence as a powerful marker of gender, sexuality, race, ethnicity, and class? Can new narratives of freedom and self-fashioning survive the appeal to some immutable "nature" (theistic or not)? Do disputes about these themes alleviate or deepen the Eurocentrism of the dominant culture? What are the narrative potentials of themes traditionally neglected or resisted (human maternity, the Middle Passage, lesbian desire)? Can gay identities free themselves from male privilege and the

protective homosociality of the heroic and pedagogical traditions? Can lesbian identities appropriate that privilege? We shall pursue three central themes: guys in uniform (Homer, *Iliad*; excerpts from the Hebrew and Christian scriptures; Willa Cather, *One of Ours*; James Baldwin, *Go Tell It on the Mountain*; Pat Barker, *The Eye in the Door*; Peter Weir, "Gallipoli"; Gregg Araki "The Living End"); violence, desire, and the construction of maternity (*The Homeric Hymn to Demeter*; Euripides' *Alcestis*, *Medea*, and *Bacchae*; Willa Cather, *My Antonia*; Toni Morrison, *Beloved*; James Cameron, "Aliens"); the American children of the Word (Plato, *Symposium*; Frederick Douglass, *Narrative of the Life of Frederick Douglass*; Henry James, *The Bostonians*; Shawn Wong, *Homebase*; Charles Johnson, *Faith and the Good Thing*).

Preference given to Juniors and Seniors. First semester. Professor Griffiths.

**32. Sex, Self and Fear.** Freud located identity formation in the emotion of fear—a boy's fear of castration, a girl's terror at lack; later theories have agreed that worries about exposure, ridicule, and confession shape the sexual self. Our course will explore the gendered origins and effects of fear, asking how fear of the other sex grounds sexual identity. Course material will be fiction, poetry and films that condense and substitute various forms of dread. We will ask what cultural and psychological work fear performs: What thrills are required for liberation from social taboos? How do adults contain (and repeat) the fears that ruled childhood? Why do we like to be frightened? Readings and films may include Mary Shelley, *Frankenstein*, Dostoevsky, *The Idiot*; Sarraute, *Childhood*; Nabokov, *Despair*; Caudwell, *The Sirens Sang of Murder*; Morrison, *Jazz*; shorter fiction by Gogol, Hoffman, James, de l'Isle-Adam, Tertz, Babel, Petrushevskaya; poems by Percy Bysshe Shelley, Poe, Berryman, Brock-Broido, Dove, and Shvarts; essays by Freud, Abraham and Torok, and Foucault; and *M*, *Rebecca*, *Wise Blood*, *Aliens*, *Freak Orlando*, *The Crying Game*, and *A Perfect World*.

Second semester. Professor Sandler.

**34f. Romance and the Body.** What are the stories that romance tells about our bodies and our desires? This course will take romance as the adventurous tale of love's passion, a tale with both liberatory and repressive potential. As we read fiction, view dance videos, and watch films, we will be asking how intimate attachments are portrayed, whether they mean the same things to men and women, and how intertwining and interdependent bodies express connection, separateness, and humor. How does a search for self-definition and self-fulfillment get linked to the hope of finding identity and pleasure in connection to another person? Given the interrelated workings of gender, class, and race, how do ideas of privilege and prohibition permeate romances? For whom is romance dangerous, and how do its threats structure the habits and fantasies of intimacy? How is heterosexuality resisted and transformed? We will read some theorists of romance, film, dance, fiction, and the psyche, but the central work of the course will be novels and stories by Austen, Eliot, James, Proust, Nabokov, Morrison, Gordimer, and Winterson; films including *Casablanca*, *My Beautiful Laundrette*, *The Lady Eve*, *West Side Story*, and *The Virgin Machine*; and dance choreographed by Lev Ivanov, Alvin Ailey, Arnie Zane/Bill T. Jones, George Balanchine, Twyla Tharp, and others.

First semester. Omitted 1996-97. Professor Sandler.

**41. Images of Women in Third World Cinema.** In this class we will study women's space and women's images in films from Third World countries. Through critical analysis of films and through class discussions, we will understand the experiences of women from their depiction in selected works of film

makers from Asia, Africa and Latin America. Essays and articles on "Third Cinema" film theory, women's issues and social and political issues concerning the films will be read in order to define the cinematic language or style of this cinema in which women are portrayed. Issues such as colonization of land and colonization of women's sexuality; education and alienation; and national liberation struggles will be discussed.

First semester. Lecturer Shroff.

**43s. Women and Nationalism.** (Also Political Science 43s.) This course will analyze the critical place of women, both real and imagined, in nationalist discourse and nationalist movements. We will explore the gendered meanings of key nationalist concepts like sacrifice, valor, martyrdom and citizenship. We will study the relationship between feminized images of the nation and the actual roles prescribed for women. We will compare nationalist movements that enjoin women's activism with others that fear it. We will ask about the sometimes unexpected appeals of nationalism for women. To appreciate its varied and ubiquitous character, we will explore expressions of nationalism in fascism, communism, religious fundamentalism, ethnic movements, and national liberation struggles.

Second semester. Omitted 1996-97. Professor Basu.

**47s. Asian Women: Myths of Deference, Arts of Resistance.** (Also Political Science 47s.) See Political Science 47s for description.

Second semester. Professor Basu.

**51. Science Fiction.** (Also English 51.) See English 51 for description.

First semester. Omitted 1996-97. Professors Barale and Parker.

**52. Nationalism and Sexualities.** (Also Hampshire College HA 325.) The nation and sexuality: two of the most powerful components of contemporary global identities. How is it that the world has come to see itself divided along the seemingly natural lines of national affiliation and sexual attachment? How do these categories interact with, constitute, or mutually illuminate each other? This seminar will explore such questions in focusing on literary and cultural productions from a range of national formations, both historical and modern. The seminar will meet both at Amherst and Hampshire College.

Requisite: previous course(s) in at least one of the following—cultural studies, postcolonial studies, feminist theory, lesbian/gay/queer studies. Not open to Freshmen. Limited to 25 students. Second semester. Omitted 1996-97. Professors Parker of Amherst College and Russo of Hampshire College.

**53. Representing Domestic Violence.** This course is concerned with literary, political and legal representations of domestic violence and the relations between them. We question how domestic violence challenges the normative cultural definitions of home as safe or love as enabling. This course will consider how these representations of domestic violence disrupt the boundaries between private and public, love and cruelty, victim and oppressor. In order to better understand the gaps and links between representation and experience, theory and praxis, students as part of the work for this course will hold internships (three hours per week) at a variety of area agencies and organizations that respond to situations of domestic violence.

Limited to 25 students. First semester. Omitted 1996-97. Professors Bumiller and Sánchez-Eppler.

**59s. Studies in the Literature of Sexuality.** (Also English 59s.) See English 59s for description.

Second semester. Professor Cameron.



**75. Senior Seminar.** This seminar is designed to integrate the interdisciplinary work of the major. Each student will present a seminar and write a major paper on a topic of current research in this field, chosen in consultation with faculty. The seminar presentation will also serve as the occasion for the student's comprehensive examination in Women's and Gender Studies.

First semester. Professor Hunt.

**77, 78, D78. Senior Departmental Honors.** Open to Senior majors in Women's and Gender Studies who have received departmental approval.

First and second semesters.

**97, 98. Special Topics. Independent Reading Courses.**

First and second semesters.

#### RELATED COURSES

**Gender: An Anthropological Perspective.** See Anthropology 35.

Limited to 25 students. First semester. Professor Gewertz.

**Evolutionary Biology of Human Social Behavior.** See Biology 14f.

First semester. Professor Zimmerman.

**Creating a Self: Black Women's Testimonies, Memoirs, and Autobiographies.** See Black Studies 27.

First semester. Professor Rushing.

**Issues of Gender in African Literature.** See Black Studies 44 (also English 75s, section 3).

Not open to Freshmen. Limited to 25 students. Second semester. Professor Cobham-Sander.

**Women and Minorities in Science.** See Bruss Seminar 12.

Limited to 20 students. Second semester. Professor O'Hara.

**Medical Risk Assessment: How Do You Know?** See Bruss Seminar 15.

Limited to 20 students. First semester. Professor O'Hara.

**Representing Sexualities in Word and Image.** See English 4f.

Limited enrollment. First semester. Professor Grossman.

**American Men's Lives.** See English 69.

First semester. Professor Townsend.

**Authority and Sexuality.** See Political Science 32.

Second semester. Professor Sarat.

**Developmental Psychology.** See Psychology 27s.

Requisite: Psychology 11 or 12. Second semester. Professor Olver.

**Myths of Women: East and West.** See Religion 66f.

First semester. Professors Gyatso and Niditch.

## FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

NORMAN COWIE, Visiting Assistant Professor of Film/Video (at the University of Massachusetts under the Five College Program).

**Interdepartmental 203f. Studies in the Moving Image: Video Sketchbook.** Since its introduction in the 1960s as a consumer technology, portable video production has increasingly diversified. Today it is a hybrid technology; a site where the effects of its marketing and globalization meet the democratizing demands of its users; where the traditions of film and television meet the strategies of postmodernism. In this course we will explore these (and other) relationships in order to situate contemporary video's narrative, documentary and experimental forms. We will also produce short video "sketches" throughout the semester. TTh 1:00-4:00 p.m.

Limited to 15 students. First semester. Mount Holyoke College.

**CCS 135. Video History.** A critical survey of video art from the mid-1960s to the present. We will examine video's debut as a distinctive medium, its debt to other artistic practices, social movements and mass cultural forms, its diverse representational strategies, its contradictory relationship to institutions of power, its structures of funding and distribution, and its technological dispersal in an age of multimedia. We will also examine various competing historical narratives that have accompanied video's growth and institutionalization. The course will be structured by screenings, discussions, readings and writings. One three-hour meeting per week. W 6:30-9:30 p.m.

First semester. Hampshire College.

**FLS 282b. Studies in the Moving Image I.** An introductory course in the theory and practice of film and video production. Exploration of the historical, theoretical, and critical contexts that inform independent film and video production today. Students will work on individual and collaborative projects, primarily in video. Particular attention will be given to the work of independent producers, to the contributions of contemporary criticism, and to the field of the moving image-and-sound as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. TTh 1:00-2:50 p.m.; screening time T 3:00-5:00 p.m.

Limited to 16 students. Screening fee. Second semester. Smith College.

**Communication 397. Studies in the Moving Image II: Community Television.** This course will seek to integrate the theory and practice of low-budget community television production. The participants in the course will study the history and theory of community television, and its relationship to corporate television, here and abroad. We will examine their points of coincidence and contradiction in the contexts of production, distribution and reception. We will also look at the rhetorical strategies of their programming, and consider the influence of video art and community video on mass cultural forms, and vice versa.

This course will be based at the University and will accept up to five students from each of the five colleges. Participants in the course will work together to research, develop, and produce work for programming on public access TV in Amherst and Northampton, and for the campus networks at the University of Massachusetts, Amherst and Hampshire. Students will work on production teams and as segment producers, under the instructor's supervision using the equipment and facilities of their home campus. All participants will meet formally once a week at the University with sections meeting regularly at each of the five colleges.

Second semester. University of Massachusetts.

YVONNE DANIEL, Associate Professor of Dance (at Smith College under the Five College Program).

**Dance 142Ba. Comparative Caribbean Dance I.** This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Dunham technique (Afro-Haitian) and traditional dance forms from Cuba, Haiti, and Brazil. Students learn rhythms, chants, cultural contexts, a variety of Caribbean dance forms, and an appreciation of diverse values that are embodied in movement. M 7:00-10:00 p.m.

First semester. Smith College.

**HA 143. Comparative Caribbean Dance I.** Same description as Dance 142Ba. MW 1:00-2:20 p.m.

First semester. Hampshire College.

**Theater and Dance H19s. Contemporary Techniques: Comparative Caribbean Dance I.** Same description as Dance 142Ba. MW 2:00-3:30 p.m.

Second semester. Amherst College.

**DAN 540a. History and Literature of Dance: World Performance and Practices.** This is a graduate seminar that provides performers with a comparative study of dance/music performance and dance practices that are found throughout the world. The course provides further training in research methods and cultural analysis. Students present research papers and critically evaluate the dance/music literature on forms other than those that are generally emphasized in institutions within the United States. TTh 10:30 a.m.-noon.

First semester. Smith College.

**Dance 272b. Dance and Cultures.** This course is an introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions and an emphasis on dance as celebration, as well as dance as performance, the varied significance of dance is outlined. The course uses readings, video and film analysis, and dancing to familiarize students with functional aspects of dance and to organize areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. For dance majors, this course provides an opportunity for comparison with the history of dance in "western" societies; for non-majors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A requisite for Dance 375, The Anthropology of Dance.) TTh 10:30 a.m.-noon.

Second semester. Smith College.

**Dance 142Db. Cultural Dance Forms: Haitian I.** This course is designed to train students in African-derived movement and to place specific dances of Africa and Haiti in their cultural contexts. The course focuses on Katherine Dunham technique and also includes mini-lectures, discussion, reading and video presentations. Students are encouraged to perform in studio or concert settings. M 7:00-10:00 p.m.

Second semester. Smith College.

TAYEB EL-HIBRI, Assistant Professor of Judaic and Near Eastern Studies (at the University of Massachusetts under the Five College Program).

**Arabic 1. First-Year Arabic I.** (Also UM Arabic 126.) An introduction to Modern Standard Arabic. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. MW 1:25-3:20 p.m.; F 1:25-2:15 p.m.

First semester. To be offered at the University of Massachusetts in the fall as Arabic 126 and continued at Amherst College in the spring. Amherst College students register for Arabic 1.

**Religion ARA 100d. Elementary Arabic I.** Same description as Arabic 1. MWF 10:00-10:50 a.m.

First semester. Smith College.

**Arabic 2. First-Year Arabic II.** (Also UM Arabic 146.) A continuation of Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. MW 1:25-3:20 p.m.; F 1:25-2:15 p.m.

Second semester. Amherst College.

**Religion ARA 100d. Elementary Arabic II.** Same description as Arabic 2. MWF 10:00-10:50 a.m.

Second semester. Smith College.

**Arabic 226. Intermediate Arabic I.** A continuation of Arabic 146. Same description as Amherst Arabic 3.

To be taught by Professor Jiyad in 1996-97. Refer to his courses in this section.

**Arabic 246. Intermediate Arabic II.** Continuation of Arabic 226.

To be taught by Professor Jiyad in 1996-97. Refer to his courses in this section.

**Arabic 326. Intermediate Arabic II.** Development of composition skills. Readings of excerpts from short stories, newspapers, professional writings. Continued emphasis on lengthy face-to-face conversation, and discussion of readings. MW 4:00-5:15 p.m.

Requisite: Arabic 246 (second year). First semester. University of Massachusetts.

**Arabic 346. Advanced Arabic.** (Third year). A continuation of Arabic 326. To be taught by Professor Jiyad. Refer to his courses in this section.

Second semester. University of Massachusetts.

JOHN GAROFANO, Visiting Assistant Professor of International Relations (at Mount Holyoke College under the Five College Program).

**PS 358. The International Relations of Asia.** This course analyzes the major issues of international security in the Asia-Pacific region from the end of the nineteenth century to the present, including: the decline of China and rise of Japan; the U. S.-Japanese war; the course of the Cold War including the Korean and Vietnam wars; and the evolving economic and ideological competition in the region. Each period and major event is viewed through different analytical lenses, emphasizing the role of nationalism, race, domestic politics, and concerns for power and security. We conclude with a study of the emerging security environment in the region. MW 3:35 p.m.

First semester. University of Massachusetts.

**International Relations 355. U.S. Decisions for Military Intervention.** This course examines the conditions under which policymakers have decided to take America to war in the twentieth century. Competing explanations of the sources of U. S. foreign policy and of the nature of high-level decision processes are considered first. These theoretical perspectives will then be applied to critical case studies, including the decisions on World War II, Korea, Indochina, Viet-

nam, Nicaragua, the Gulf War, Somalia and Bosnia. Throughout the course instruction will be given on the fundamentals of designing and executing research projects for the study of foreign policy and international relations. In the final segment of the course students will present their work and offer considered critiques of their colleagues' research. T 1:00-4:00 p.m.

Admission with consent of the instructor. First semester. Mount Holyoke College.

**International Relations 314. Conflict and Cooperation: Collective Security in World Politics.** World leaders are in need of new conceptions of collective behavior among nations. In this course we shall examine, in turn, arguments about the causes of wars, differing notions of collective security systems, the theoretical requirements of such systems, and the general effectiveness of recent historical examples of these arrangements. We will then look on a micro-level to examine how international institutions have either moderated the pursuit of selfish national interests or have redefined those interests in such a way as to make conflict less likely. Emphasis will be placed on research projects on either a contemporary or an historical topic.

Admission with consent of the instructor. Second semester. Mount Holyoke College.

**The Vietnam War in Film and Fiction.** (Number TBA) The war is very much alive in both the U. S. and Vietnam today. In this course we will examine representations of the war in popular culture and assess, insofar as possible, the correspondence of these representations to the realities of the war. We will spend the first quarter of the course studying the history of the war. Next we will examine American artistic accounts and relate them to what we can know of the reality on the ground. Local writers will be read and will speak to the class. Finally we will consider Vietnamese images of the wars against the U. S. and French as projected in films and poetry. Student research projects will emphasize the disjuncture between reality and fiction.

Limited to 20 students. Second semester. Hampshire College.

MOHAMMED MOSSA JIYAD, Five College Senior Lecturer in Arabic (at Mount Holyoke College under the Five College Program).

**Arabic 126. Elementary Arabic I.** Same description as Arabic 1.

To be taught by Professor El-Hibri in 1996-97. Refer to his courses in this section.

**Arabic 146. Elementary Arabic II.** Same description as Arabic 2.

To be taught by Professor El-Hibri in 1996-97. Refer to his courses in this section.

**Arabic 3. Second-Year Arabic I.** (Also UM Arabic 226.) This course continues Arabic 2 (and UM Arabic 146). It covers oral/aural skills in Modern Standard Arabic related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. MW 1:00-2:30 p.m.; F 1:00-2:00 p.m.

Prerequisite Arabic 2 or equivalent. First semester. University of Massachusetts.

**Asian 132. Intermediate Arabic I.** Same description as Amherst Arabic 3. MW 10:50 a.m.-12:05 p.m., F 10:50-11:40 a.m.

Prerequisite: Asian 130 and 131, or consent of the instructor. First semester. Mount Holyoke College.

**Arabic 4. Intermediate Arabic II.** (Also UM Arabic 246.) A continuation of Arabic 3. MW 1:00-2:30 p.m.; F 1:00-2:00 p.m.

Requisite: Arabic 3 or Arabic 226 or consent of the instructor. Second semester. Amherst College.

**Asian 133. Intermediate Arabic II.** Continuation of Asian 132. MW 11:00 a.m.-12:30 p.m.; F 11:00 a.m.-noon.

Second semester. Mount Holyoke College.

**Arabic 326. Intermediate Arabic II.**

To be taught by Professor El-Hibri in 1996-97. Refer to his courses in this section.

**Arabic 346. Advanced Arabic.** Students will develop advanced speaking and listening skills including elaborating, complaining, narrating, describing with details, communicating facts and talking casually about topics of current public and personal interest using general vocabulary. Students will read authentic materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies, taking notes, comprehensive summaries and resumes, as well as narratives and factual descriptions and other writing assignments. MW 2:30-4:00 p.m.

Requisite: Arabic 246 or consent of the instructor. Second semester. University of Massachusetts.

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program).

**Political Science 64f. Seminar on Problems in International Security.** See Political Science 64f for description.

First semester. Amherst College.

**Government 251b. Problems of International Security.** A survey of the emerging threats to international peace and security in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems, and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical weapons proliferation; conventional arms trafficking; arms control and disarmament; U.N. peace-keeping; global environmental degradation; population growth; and resource scarcities. Will entail lectures by the instructor and by guest speakers. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up their results in a term paper; they may also be asked to give an oral report on their findings in class. TTh 10:30-11:50 a.m.

Second semester. Smith College.

ANTHONY LAKE, Professor of International Relations (at Mount Holyoke College under the Five College Program) is on leave 1996-97.

ELIZABETH H. D. MAZZOCCO, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program).

In the spring of 1997 Professor Mazzocco will serve as Director of the Sienna Program.

**Italian 230. Intermediate Italian.** Students will complete their study of Italian grammatical structure and will focus their efforts on oral proficiency. Using satel-

lite transmissions, newspapers, magazines, and the WEB, they will increase their understanding of contemporary Italian culture. Through a selection of short readings, films, and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy in the 1990s. Student projects will include a midterm and a final, short essays, oral presentations, and creative work.

First semester. University of Massachusetts.

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

**Geo 105. Dynamic Earth.** The earth is a dynamic planet constantly creating oceans and mountain ranges, and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce, and their impact on humans. TTh 4:00-5:15 p.m.

First semester. University of Massachusetts.

**Geo 512. X-Ray Fluorescence Analysis.** Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Limited enrollment. Second semester. University of Massachusetts.

**Geo 591V. Volcanology.** A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. F 1:30-3:30 p.m.; additional two-hour lecture to be arranged.

Recommended requisite: Petrology. Enrollment limited. Institutional location of class will be varied, depending on enrollment. Second semester. University of Massachusetts.

JAMES TROSTLE, Five College Assistant Professor of Anthropology and Director of the Five College Medical Anthropology Program (at Mount Holyoke College under the Five College Program).

**Anthropology 45. Medical Anthropology.** See Anthropology 45 for description.

First semester. Amherst College.

**Anthropology 249b. Anthropology and International Health.** This course examines the growing collaborative and critical roles of anthropology in international health. Anthropologists elicit disease taxonomies, describe help-seeking strategies, critique donor models, and design behavioral interventions. These issues will be explored through case studies of specific diseases, practices, therapies, and policies. MW 1:10-2:30 p.m.

Requisites: One anthropology course or consent of the instructor. Second semester. Smith College.

## FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The

certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

*Requirements:* The Five College African Studies Certificate Program requires a minimum of six courses on Africa. Africa courses are defined as those whose content is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. Students are expected to commence their certificate program studies with an introductory course whose focus ranges continent-wide. Subsequent courses should be more advanced and more specific in focus. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an introductory historical perspective that surveys the entire African continent;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (an African language, art, folklore, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than two courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than two relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 1996-97 the Amherst certificate program advisor is Professor Rowland Abiodun of the Departments of Fine Arts and Black Studies.

## FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations



Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study; (Please note that Amherst College's foreign language requirement differs from that noted in the Five College International Relations brochure.)
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program can be obtained from the faculty advisors at Amherst who will have Certificate Program application forms. (Such forms are also available at the Five College Center.) During 1996-97, the Amherst faculty advisors will be Professors Pavel Machala, Ronald Tiersky, and William Taubman. Advisors at other colleges are: Hampshire College—Michael Klare; Mount Holyoke College—Vincent Ferraro; Smith College—Gregory White and Steven Goldstein; the University of Massachusetts—James Der Derian, Peter Haas, Stephen Pelz, and M.J. Peterson.

## FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

*Requirements:* The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Five College Council.

Faculty advisors will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at Five Colleges Inc.)

# VI

PROFESSORSHIPS

LECTURESHIPS

HONORS

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FELLOWS

PRIZES AND AWARDS

ENROLLMENT



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# Professorships

**Robert and Winifred Arms Professorship in the Arts and Humanities.** Established in 1982 by Winifred Arms in memory of her husband, Robert A. Arms '27, the Arms Chair is held by a distinguished member of the faculty concerned with one of the fields of artistic or literary expression.

**Parmly Billings Professorship in Hygiene and Physical Education.** Established in 1890 by Frederick Billings of Woodstock, Vermont, this Professorship honors the memory of his son, Parmly Billings 1884.

**Class of 1880 Professorship in Greek.** Given to the College at its fiftieth reunion in 1930, this Fund was created by all living members of the Class and supports teaching in Greek language and literature.

**Henry Steele Commager Professorship.** Established in 1991 by Wyatt Haskell '61, Jonathan Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

**George H. Corey 1888 Professorship of Chemistry.** Established in 1952 by bequest of George H. Corey 1888.

**William Nelson Cromwell Professorship of Jurisprudence and Political Science.** Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm, Sullivan & Cromwell.

**George Lyman Crosby 1896 Professorship of Philosophy.** Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

**Stanley Warfield Crosby, Jr., Professorship of Religion.** Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

**Amanda and Lisa Cross Professorship.** Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

**Sidney Dillon Professorship of Astronomy.** Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

**Joseph B. Eastman '04 Professorship of Political Science.** Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44. Eastman was Director of the U.S. Office of Defense Transportation during World War II.

**Edwin F. and Jessie Burnell Fobes Professorship in Greek.** Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

**Eliza J. Clark Folger Professorship.** Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in honor of Mr. Folger's mother.

**Emily C. Jordon Folger Professorship.** Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

**Henry Clay Folger 1897 Professorship.** Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

**Clarence Francis '10 Professorship in Social Sciences.** Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

**Julian H. Gibbs '46 Professorship in Natural and Mathematical Sciences.** Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of chemistry and fifteenth President of the College.

**Samuel Green Professorship.** Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, to support a Professorship in Biblical History and Interpretation in honor of Samuel Green, also pastor of Union Church in Boston.

**Edward S. Harkness Professorship.** Established in 1930 by Edward S. Harkness, New York philanthropist.

**William H. Hastie Professorship.** Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

**Samuel A. Hitchcock Professorship in Mineralogy and Geology.** Established in 1847 by Samuel A. Hitchcock of Brimfield, Massachusetts, who had been a Boston merchant, and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

**Charles Hamilton Houston '15 Professorship.** Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision in *Brown vs. the Board of Education*, prohibiting race discrimination in U.S. public schools.

**William R. Kenan, Jr., Professorship.** Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

**Stanley King '03 Professorship of Dramatic Arts.** Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King, President 1932-46, emeritus 1946-51.

**Rufus Tyler Lincoln Professorship of Biology.** Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

**Massachusetts Professorship of Chemistry and Natural History.** Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

**John J. McCloy '16 Professorship of American Institutions and International Relations.** Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, emeritus and Honorary Chairman of the Corporation 1969-1989.

**William R. Mead Professorship in Fine Arts.** Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

**Andrew W. Mellon Professorship.** Established in 1974 by a grant from the Andrew W. Mellon Foundation.

**Charles E. Merrill '08 Professorship of Economics.** Established in 1950 by Charles E. Merrill '08.

**Zephaniah Swift Moore Professorship.** Named for the first President of the College and held by a distinguished classicist on the Amherst College faculty.

**Dwight W. Morrow 1895 Professorship in Political Science or American History.** Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931.

**Anson D. Morse Professorship in History.** Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

**John C. Newton Professorship of Greek.** Established in 1891 by bequest of John C. Newton, a Worcester building contractor, because of his affection and respect for Professor Richard Mather (Greek, sculpture).

**Edward N. Ney '46 Professorship in American Institutions.** Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

**George Daniel Olds Professorship in Economics.** Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

**James E. Ostendarp Professorship.** Established in 1992 by alumni and friends of James E. Ostendarp, varsity football coach for 32 years, to honor him at his retirement. Selected biennially, the Ostendarp Professor is that faculty member deemed to exhibit distinction in his or her discipline, a commitment to all aspects of the Amherst educational experience, including intercollegiate athletics, and a continuing interest in the Amherst student after graduation.

**Ward H. Patton Professorship in Economics.** Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

**E. Dwight Salmon Professorship of History.** Established in 1989 by Thomas H. Wyman '51, Trustee 1976-92, Chairman of the Board of Trustees 1986-92, and Trustee Emeritus since 1992, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

**Willem Schupf Chair in Asian Languages and Civilizations.** Established in 1994 by H. Axel Schupf '57, Trustee 1993-, in memory of his father, to confirm the College's commitment to studying the East.

**Winthrop H. Smith '16 Professorship of American History and American Studies.** Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61.

**Bertrand H. Snell Professorship of American Government.** Established in 1960 by bequest of Bertrand H. Snell 1894.

**Stone Professorship of Natural Sciences.** Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

**Willard Long Thorp Professorship of Economics.** Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

**Joseph E. and Grace W. Valentine Professorship in Music.** Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

**William J. Walker Professorship in Mathematics and Astronomy.** Established in 1861 by Boston physician William J. Walker.

**Thomas B. Walton, Jr., Memorial Professorship.** Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

**G. Henry Whitcomb 1864 Memorial Professorship.** Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, Treasurer 1895-1898, by his three sons.

**L. Stanton Williams '41 Professorship.** Established in 1990 by L. Stanton Williams '41, former Chairman and Chief Executive Officer of PPG Industries, to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society as well.

**Samuel Williston Professorship of English.** Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

**Samuel Williston Professorship of Greek Language and Literature.** Established in 1863. Formerly known as Graves Professorship of Greek Language and Literature.

**Henry Winkley Professorship in History.** Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

## Lectureships

**The Henry Ward Beecher Lectureship.** This lectureship fund was founded by Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

**The Copeland Colloquium Fund.** This fund was established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

**Croxton Lectureship.** The Croxton Lecture Fund was created in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed fund is used for guest speakers invited by various departments to focus on topical issues.

**Joseph Epstein Lecture Fund in Philosophy.** Established in 1987 by members of the Department of Philosophy to honor Professor Joseph Epstein. Income from this fund was established to sponsor philosophical talks and discussions at Amherst. For thirty-five years, Professor Epstein had been introducing Amherst students to philosophy, especially to logic, philosophy of science, and American pragmatism.

**The Clyde Fitch Fund.** A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is used for the furtherance of the study of English literature and dramatic art and literature.

**The Forry Fund in Philosophy and Science.** This fund was established in 1983 by Carol M. and John I. Forry '66. The income is used to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

**John Whitney Hall '39 Fund.** Established in 1994 by Betty Boice Hall to honor her husband. Income is to be used to initiate and maintain the John Whitney Hall '39 Lecture Series on Japan. Professor Hall became an authority on premodern Japanese history, training graduate students who entered academic, business and governmental fields relating to Japan. For more than thirty years he worked to develop Japanese studies in American colleges and universities.



**The Charles H. Houston Forum.** This fund was established in 1980 by Gorham L. Cross, Jr., to honor Charles H. Houston '15. The income from this fund is used to bring lecturers on law and social justice to Amherst.

**The Victor S. Johnson Lectureship Fund.** This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

**Krupman Fund.** Established in 1993 by Anne and William A. Krupman '58 on the occasion of his 35th Reunion and in recognition of the role that Amherst College has played in their lives. A principal purpose of the Krupman Fund will be to establish the Krupman Lecture Series which will underwrite the regular appearance of visiting scholars for participation in a series of lectures on topics of relevance to the Department of Law, Jurisprudence and Social Thought.

**The Corliss Lamont Lectureship for a Peaceful World.** The income from this fund, established in 1982 by Corliss Lamont, is used to support lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

**The Max and Etta Lazerowitz Lectureship.** This fund was established in 1985 by Professor Emeritus Morris Lazerowitz of Smith College to honor his parents. The income from this fund is used to provide for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College Faculty below the rank of full professor.

**The Georges Lurcy Lecture Series.** Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished lecturers to Amherst to speak on topics relating to countries other than the United States.

**The Everett H. Pryde Fund.** This fund was established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39. Income from this fund is used to bring to the College distinguished visiting scientists to lecture on selected topics in the field of chemical research; and to provide the Everett H. Pryde Research Award, to be made annually to a Senior who has been an outstanding teaching assistant in chemistry and who shows great promise for research in science or medicine.

**The George William and Kate Ellis Reynolds Lectureships.** This fund, established by George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, science, and American democracy.

**The John Woodruff Simpson Lectureship.** A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

**The Willis D. Wood Fund.** The income from this fund, established in memory of Willis D. Wood 1894, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

## Honors

## THE PHI BETA KAPPA SOCIETY

**Massachusetts Beta Chapter.** The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of junior year, and further elections occur during the first semester and at Commencement time of senior year.

*President:* Professor Natasha Staller

*Secretary-Treasurer:* Gerald M. Mager

*Auditor:* Professor Rose R. Olver

INITIATES 1996

**Class of 1997**

Suzanne Marie Edwards

Lisa Yumei Gourd

Janina Matuszeski

**Class of 1996**

Jacques Gregoire Abelman

Alison Jill Auerbach

Sarah Beth Auerbach

Amy Kathleen Barczak

Nadav Braun

Jonathan Robert Carr

Kevin Gray Carr

Nicholas John Catoggio

Julia Jaeyoon Cho

Daniel Alexander Contreras

Matthew MacKay Crosby

Venus Liz Fong

Laura Nelson Frain

Sara Rebecca Gubins

Paul Joseph Hecht

Dustin Xuan Hoang

Meredith Laura Howard

Juanita Laurel Hoye

Joshua Aaron Klein

Andrew David Krull

Thellea Joelle Kukes

Johathan Arlo Lackman

Leah Rachel Lin

Amanda Rosenstock Luyster

Bartosz Adam Mackowiak

Jennifer Ann Mattson

Michael Kieran Mullins

Sarah Lynde Olson

Aaron Leon Panofsky

Laura Justine Phang

Susan Faye Reklis

Clifford Jay Rosky

Aaron Michael Schuster

Steven Brett Shaklan

Lawrence Vernon Snyder

Emily Maureen Stewart

Peter James Vantine

Marjorie Love Victor

Elizabeth Ann Vilett

Molly Rebecca Wasow

## THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one of its purposes, the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability.

Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

*President:* Professor Dominic L. Poccia

*Secretary-Treasurer:* Professor Norton Starr

### Associate Membership, Class of 1996

Miguel Luis Alcivar	Sandra Martinez
Amy Kathleen Barczak	Heidi Kristin Mohlman
Sandra Barrueco	Erin Eva Perry
Monish Kumar Bhatia	Jacqueline Patricia Puentes
Rebecca Beatrice Bloch	Susan Faye Reklis
Kirsten Marie Blount	Jeremy David Richmon
Christopher Marshall Lin Bouton	Joshua Lawrence Roffman
Kathleen Ann DeGraaff	Eli Saul Rykoff
Elliott Kyle DeLoach	Melissa Beth Sherburne
Alyssa Kelly Earle	Lawrence Vernon Snyder
Brandon Zakary Erdos	Ken Solt
Steffany Jane Fredman	Michael Benjamin Stanfield
Christopher Charles Gerbi	Stephanie Ann Marie Taddei
Himel Ghosh	Dengda Tang
Brigid Gorski	Rachel Ellen Thompson
William David Henderson	Jessica Lynn Tracy
Meredith Laura Howard	Elizabeth Ann Vilett
Elena R. Karp	Audrey Ya-Ting Wang
Joshua Michael Kershenbaum	William Robert Wasik
David Andrew Kinner	Jeffrey Roland Winterfield
Leah Rachel Lin	Andrew Nicholas Youdin
Leah Willowe Lortie	

## Fellowships

### COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. You need not have been accepted at graduate school to apply, but the awards are made contingent upon final enrollment. The awards are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is November 15 and for which there is a special Selection Committee.

**The Amherst-Doshisha Fellowship.** Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to work with Professor Hideo Higuchi, representative of the College at Doshisha, and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than November 15. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

**The Amherst Memorial Fellowships.** These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

**The John Mason Clarke 1877 Fellowship in Paleontology and Geology.** A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

**The Evan Carroll Commager Fellowship.** This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to Seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

**The Henry P. Field Fellowships.** Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880 to promote gradu-

ate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

**The Warner Gardner Fletcher Fellowship.** The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

**The Roswell Dwight Hitchcock Memorial Fellowship.** A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

**The Rufus B. Kellogg University Fellowship.** The income from the fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to Seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal.

**The Sterling P. Lamprecht Fellowship.** From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

**The Edward Poole Lay Fellowship.** The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

**The Forris Jewett Moore Fellowships.** These fellowships, in three fields of study, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

**The George Stebbins Moses Memorial Fellowship.** This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

**The George A. Plimpton Fellowships.** These fellowships, established by the Board of Trustees in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to Seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

**The C. Scott Porter Memorial Fellowship for Graduate Study.** Established in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

**The Charles B. Rugg Fellowship.** Established in memory of Charles Belcher Rugg of the Class of 1911, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

**The John Woodruff Simpson Fellowships and Lectureships.** A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

**The Benjamin Goodall Symon, Jr., Memorial Fellowship.** This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improve-

ment in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

**The Roland Wood Fellowship.** Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

#### DEPARTMENTAL FELLOWSHIPS

**French Department Fellowship.** The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

**The University of Dijon Assistantship.** This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

**Exchange Fellowship, Ecole Normale Supérieure in Paris.** This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

**The Edward Hitchcock Fellowship.** This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

## Fellows

**Grant A. Alger '89,** *Amherst Memorial Fellow in Chinese History.* The Johns Hopkins University.

**Edna L.T. De Almeida '90E,** *John Woodruff Simpson Fellow in Education and Cross Cultural Studies.* Brown University.

**Renée Antrosio '95,** *John Woodruff Simpson Fellow in Social Work.* University of Chicago.

**Marcelle Baaklini '95,** *Forris Jewett Moore Fellow in History of American Social Policy.* Case Western Reserve University.

**David A. Backer '94,** *John Woodruff Simpson Fellow in Political Science.* University of Michigan.

**Dong-Hee Bae '95,** *George Stebbins Moses Memorial Fellow in Scripture and Interpretation.* Harvard Divinity School.

**Jennifer T. Baltaxe '94,** *John Woodruff Simpson Fellow in Educational Technology.* Harvard University Graduate School of Education.

**Matias F. Barenstein '93,** *John Woodruff Simpson Fellow in Economics.* University of California at Berkeley.

- Sandra Barrueco '96**, *Amherst Memorial Fellow in Child Clinical Psychology*. University of Denver.
- Matthew A. Behnke '93**, *John Woodruff Simpson Fellow in Education*. University of California at Berkeley.
- Eileen Birmingham '91**, *John Woodruff Simpson Fellow in Medicine*. Brown University School of Medicine.
- Mary Birmingham '95**, *John Woodruff Simpson Fellow in Medicine*. Mount Sinai School of Medicine.
- Gregory J. Bishop '90**, *George Stebbins Moses Memorial Fellow in Divinity*. Gordon-Conwell Theological Seminary.
- Gregg Andrew Brazinsky '94**, *Amherst Memorial Fellow in American History*. Cornell University.
- Gary R. Brendel '92**, *John Woodruff Simpson Fellow in Medicine*. Yale University School of Medicine.
- Michael Anthony Brown '89**, *John Woodruff Simpson Fellow in English*. University of California at Berkeley.
- Shana J. Brown '93**, *Amherst Memorial Fellow in History*. University of California at Berkeley.
- Jesse Boardman Bump '94**, *Amherst Memorial Fellow in History of Science, Medicine, and Technology*. The Johns Hopkins University.
- Erika Lorraine Butler '95**, *Charles B. Rugg Fellow in Law*. University of Michigan Law School.
- Kevin Gray Carr '96**, *George A. Plimpton Fellow in Asian Art History*. Princeton University.
- Justin S. Chang '95**, *John Woodruff Simpson Fellow in Law*. University of California at Berkeley.
- Dipanjan Chatterjee '92**, *John Woodruff Simpson Fellow in Business Administration*. University of Chicago.
- Brian C. Clark '94**, *George Stebbins Moses Memorial Fellow in Historical Theology*. Harvard Divinity School.
- Ann Claycombe '92**, *Amherst Memorial Fellow in British History*. Duke University.
- Jocelyn D. Collins '94**, *John Woodruff Simpson Fellow in Medicine*. Medical College of Wisconsin.
- Martha Collins '89**, *John Woodruff Simpson Fellow in Law*. New York University School of Law.
- Eduardo A. Contreras '96**, *Amherst Memorial Fellow in American History*. University of Chicago.
- Seth Cook '89**, *John Woodruff Simpson Fellow in Environmental Studies and International Relations*. Yale University.
- Lisa H. Cooper '93**, *John Woodruff Simpson Fellow in English and Comparative Literature*. Columbia University.
- Jonathan T. Crocker '92**, *John Woodruff Simpson Fellow in Medicine*. University of Massachusetts Medical School.



- Markus I. Cruse '93**, *John Woodruff Simpson Fellow in French Literature and Civilization*. New York University.
- Wendy Cunningham '95**, *John Mason Clarke 1877 Fellow in Geology*. University of Colorado at Boulder.
- Matthew Dane '93**, *Edward Poole Lay Fellow in Music Performance-Viola*. Rice University, Shepherd School of Music.
- Kathleen DeGraaff '96**, *John Mason Clarke 1877 Fellow in Geology*. Stanford University.
- Timothy J. Dickey '89**, *Edward Poole Lay Fellow in Choral Conducting/Historical Musicology*. University of Connecticut.
- Elizabeth H. Doering '88**, *Amherst Memorial Fellow in Sculpture*. School for the Arts, Boston University.
- John C. Ericson '93**, *Charles B. Rugg Fellow in Law*. Yale Law School.
- Melissa Feuerstein '93**, *John Woodruff Simpson Fellow in Comparative Literature*. Harvard University.
- Amy Fincke '90**, *John Woodruff Simpson Fellow in Art*. University of Wisconsin at Madison.
- Marcela Gaitán '90**, *John Woodruff Simpson Fellow in International Public Health*. George Washington University.
- Christopher C. Gerbi '96**, *John Mason Clarke 1877 Fellow in Geology*. University of California at Davis.
- Nelson R. González '93**, *Evan Carroll Commager Fellow in Political Science*. The London School of Economics and Political Science.
- Shamini Govender '94**, *John Woodruff Simpson Fellow in Medicine*. The Johns Hopkins University Medical School.
- Elizabeth G. Grant '90**, *Amherst Memorial Fellow in Public Policy*. The Johns Hopkins Institute for Policy Studies.
- Adam Lee Gregeman '96**, *George Stebbins Moses Memorial Fellow in Religion*. Harvard Divinity School.
- Jerome J. Grove '92**, *John Woodruff Simpson Fellow in Medicine*. University of Colorado School of Medicine.
- Jonathan Haddad '95**, *John Woodruff Simpson Fellow in French Literature*.
- Paul Joseph Hecht '96**, *John Woodruff Simpson Fellow in English Literature*. Cornell University.
- Lucinda Holt '93**, *Amherst Memorial Fellow in Anthropology*. Columbia University.
- Gregory Frederick Jacob '96**, *John Woodruff Simpson Fellow in Law*. University of Chicago.
- Craig Lindsay Josias '92**, *Amherst Memorial Fellow in Mechanical and Industrial Engineering*. University of Massachusetts at Amherst.
- Eleanor Lydia Kim '91**, *Amherst Memorial Fellow in Adult Clinical Psychology*. University of Washington.
- Evan R. Kirchheimer '94**, *Evan Carroll Commager Fellow in European Politics*. Oxford University.

- Adam C. Kobos '95**, *Forris Jewett Moore Fellow in Philosophy*. Harvard University.
- Malgosia Krasowska '96**, *John Woodruff Simpson Fellow in Comparative Literature*. University of Michigan at Ann Arbor.
- Andrew D. Krull '96**, *Amherst Memorial Fellow in English Literature*. Princeton University.
- Richard S. Kwon '94**, *John Woodruff Simpson Fellow in Medicine*. University of California at Los Angeles School of Medicine.
- Susan Lamb '89**, *John Woodruff Simpson Fellow in English Literature*. University of Toronto.
- Raymond V. Lavoie '89**, *Forris Jewett Moore Fellow in Medieval History*. University of California at Los Angeles.
- Jesse B. Leary '92**, *Amherst Memorial Fellow in Labor Economics*. Cornell University.
- Karl Lee '94**, *Rufus B. Kellogg University Fellow in Chemistry*. Harvard University.
- Rosa Lee '96**, *John Woodruff Simpson Fellow in Medicine*. Mount Sinai School of Medicine.
- Katherine McConachie Lin '90**, *Amherst Memorial Fellow in German History*. University of Rochester.
- Leah R. Lin '96**, *Amherst Memorial Fellow in Social Psychology*. Stanford University.
- Seoni J. Llanes '93**, *John Woodruff Simpson Fellow in Clinical Psychology*. Finch University of Health Sciences, Chicago Medical School.
- Deirdre E. Logan '92**, *Amherst Memorial Fellow in Clinical Psychology*. University of Michigan.
- Sonia Cristina Carvalho Lopes '95**, *Amherst Memorial Fellow in Hispanic Languages and Literatures*. University of Pittsburgh.
- Rick A. López '93**, *Forris Jewett Moore Fellow in History*. Yale University.
- Amalia Christine Lorentz '96**, *John Woodruff Simpson Fellow in Urban Planning*. University of California at Berkeley.
- Bartosz Mackowiak '96**, *John Woodruff Simpson Fellow in Economics*. Yale University.
- Palliath George Mathew '91**, *Edward Poole Lay Fellow in Orchestral Conducting*. Private Study.
- Takechiro Matsutani '96**, *Forris Jewett Moore Fellow in American Social-Intellectual History*.
- Alexander Dale Mawyer '95**, *Amherst Memorial Fellow in Pacific Island Studies*. University of Hawaii at Manoa.
- Ryan Michael McGhan '95**, *John Woodruff Simpson Fellow in Medicine*. University of Washington School of Medicine.
- Robert E. McGlarry '90**, *John Woodruff Simpson Fellow in Law*. University of Virginia School of Law.
- Donald M. McLean, Jr. '93**, *George Stebbins Moses Memorial Fellow in Divinity*. Trinity International University.
- Heng Meas '96**, *John Woodruff Simpson Fellow in Public and International Affairs*. Carnegie Mellon University.

**John Mikhail '91**, *Forris Jewett Moore Fellow in Philosophy*. Cornell University, Sage School of Philosophy.

**Lynn Wood Mollenauer '88**, *Amherst Memorial Fellow in Early Modern European History*. Northwestern University.

**Joanne Lynn Monteavaro '94**, *John Woodruff Simpson Fellow in Law*. Columbia University School of Law.

**Haven Morgan-Hubbard '93**, *John Woodruff Simpson Fellow in Law*. Harvard Law School.

**Elizabeth Nevins '92**, *John Woodruff Simpson Fellow in Public Interest Law*. Harvard Law School.

**Xuan-Vu Tran Nguyen '96**, *Warner Gardner Fletcher Fellow in Education*. Harvard Graduate School of Education.

**Jennifer R. Ottman '95**, *Amherst Memorial Fellow in History*. Yale University.

**Boksoon C. Park '92**, *George Stebbins Moses Memorial Fellow in Church History*. University of Cambridge.

**Hara Person '86**, *George Stebbins Moses Memorial Fellow in Rabbinics*. Hebrew Union College.

**Gretchen Pianka '94**, *John Woodruff Simpson Fellow in Aboriginal and Intercultural Studies*. Edith Cowan University.

**Mary-Ann Pouls '85**, *Amherst Memorial Fellow in Egyptology (Egyptian Archaeology)*. University of Pennsylvania.

**Elizabeth A. Price '91**, *John Woodruff Simpson Fellow in Medicine/Public Health*. Tufts University School of Medicine.

**Jennifer Radin '89**, *John Woodruff Simpson Fellow in Public Health*. Columbia University School of Public Health.

**Rajesh Ranganathan '95**, *Forris Jewett Moore Fellow in Biology*. Massachusetts Institute of Technology.

**Rose Myriam Réjouis '94**, *Amherst Memorial Fellow in French and Francophone Literature*. Princeton University.

**Mark Rennella '87**, *Amherst Memorial Fellow in American History*. Brandeis University.

**Natalie J. Ring '90**, *Forris Jewett Moore Fellow in United States History*. University of California at San Diego.

**Rachel Rubenstein '94**, *Rufus B. Kellogg University Fellow in German and English Literature*. University of Konstanz.

**Michael A. Rubin '95**, *John Woodruff Simpson Fellow in Law*. Yale Law School.

**Paul Ryer '89**, *Amherst Memorial Fellow in Cultural Anthropology*. University of Chicago.

**Paul Joseph Safier '94**, *Amherst Memorial Fellow in Political Theory*. Princeton University.

**Neda Sharghi '94**, *John Woodruff Simpson Fellow in Public Health*. Yale University.

**Luke Sheffer '96E**, *Amherst Memorial Fellow in Classical Drawing, Painting, and Sculpture*.

**D. Daniel Sokol '96**, *Amherst Memorial Fellow in International History*. The London School of Economics and Political Science.

**Jean Louise Sorabella '93**, *Amherst Memorial Fellow in Art History*. Columbia University.

**Damian Sorce '93**, *John Woodruff Simpson Fellow in Medicine*.

**Amina M. Steinfels '94E**, *George Stebbins Moses Memorial Fellow in Islamic Studies*. Yale University.

**Joanna Steinglass '94**, *John Woodruff Simpson Fellow in Medicine*. Harvard Medical School.

**Rebecca Anne Stetson '94**, *Amherst Memorial Fellow in Clinical Developmental Psychology*. Bryn Mawr College.

**Sharon Street '95**, *Forris Jewett Moore Fellow in Philosophy*. Harvard University.

**Sudha Sundaesan '96**, *Forris Jewett Moore Fellow in Philosophy*. Cornell University.

**Susanne E. Swalley '93**, *Forris Jewett Moore Fellow in Bioorganic Chemistry*. California Institute of Technology.

**Ramya Swaminathan '94**, *John Woodruff Simpson Fellow in Public Policy*. Harvard University.

**Estelle Tarica '90**, *Amherst Memorial Fellow in Comparative Literature*. Cornell University.

**Ravi K. Thakur '95**, *John Woodruff Simpson Fellow in Medicine*. University of Virginia School of Medicine.

**Jessica Troy '92**, *Edward Poole Lay Fellow in Music-Viola*. The Musikhochschule at Lübeck, Germany.

**Val Vinokurov '94**, *John Woodruff Simpson Fellow in Comparative Literature*. Princeton University.

**Lisa K. Walker '93**, *John Woodruff Simpson Fellow in History*. University of California at Berkeley.

**Bruno Andreas Walther '93**, *Evan Carroll Commager Fellow in Zoology*. Oxford University.

**Qi Wang '94**, *Forris Jewett Moore Fellow in Immunology*. University of California at San Francisco.

**Matthew E. Weinstein '92 ('93E)**, *John Woodruff Simpson Fellow in Public Policy*. Georgetown University.

**Russell E. Williams '72**, *John Woodruff Simpson Fellow in Economics*. University of Massachusetts at Amherst.

**Heather R. Wolfe '92**, *Evan Carroll Commager Fellow in Renaissance Literature*. Newnham College, University of Cambridge.

**Jennifer Hui Yan '96**, *Amherst Memorial Fellow in International Relations*. Georgetown University.

**Candice Lee Yuca '95**, *Forris Jewett Moore Fellow in Physics (Microelectronics)*. Cambridge University.

**Janet W. Yun '94**, *John Mason Clarke 1877 Fellow in Geology*. University of California at Santa Cruz.

**Abraham Zablocki '88**, *John Woodfuff Simpson Fellow in Anthropology*. Cornell University.

#### NATIONAL FELLOWS AND SCHOLARS

**Julia J. Cho '96**, *Mellon Fellow*

**James Feldman '93**, *Fulbright Scholar*

**Venus L. Fong '96**, *National Science Foundation Fellow*

**Bradley D. Fusco '95**, *Luce Scholar*

**Nathan E. Goehring '98**, *Goldwater Scholar*

**Teresa S. Hyun '98**, *Osram Sylvania Inc. Scholar, New England Colleges Fund*

**Amanda R. Luyster '96**, *Mellon Fellow*

**Jason B. Parnell '94**, *Mellon Fellow*

**Eileen N. Riley '96**, *Fulbright Scholar (Teaching Assistantship, Germany)*

**Mark A. Vanhoenacker '96**, *Keasbey Scholar*

**Barbara Winograd '96**, *Fulbright Scholar (Teaching Assistantship, France)*

#### AMHERST-DOSHISHA FELLOW

**Emma E. Chanlett-Avery '96**, *Amherst House, Doshisha University, Kyoto*

## Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The recipients of awards for the previous year are listed.

#### AMERICAN STUDIES

The Doshisha American Studies Prize: *Julia Carter Gray '96*.

The George Rogers Taylor Prize: *Virginia Post Messinger '96*.

The Stephen E. Whicher Prize: See English.

#### ANTHROPOLOGY

The Donald S. Pitkin Prize: divided between *Molly Rebecca Wasow '96* and *Venus Liz Fong '96*.

#### ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize: divided between *Kevin Gray Carr '96* and *Venus Liz Fong '96*.

#### ASTRONOMY

The Porter Prize: Not awarded in 1995-96.

#### BIOLOGY

The Harvey Blodgett and Phi Delta Theta Scholarships:  
*Cara Elizabeth Fritz '98E*.

The James R. Elster Award: *Wahid Pierre Chammas '97.*

The Sawyer Prize: *Anna Elizabeth Heineman '98.*

The Oscar E. Schotté Award: *Rachel Ellen Thompson '96.*

The Oscar E. Schotté Scholarship Prize: divided between  
*Rachel Ellen Thompson '96 and Adam Gardner Rankin '96.*

The William C. Young Prize: *James Shaotsung Peng '98.*

#### BLACK STUDIES

The Edward Jones Prize: divided between *Charlton Chester Copeland '96 and Michael Kieran Mullins '96.*

#### CHEMISTRY

The Howard Waters Doughty Prize: *Amy Kathleen Barczak '96.*

The Frank Fowler Dow Prize: divided between *Monish Kumar Bhatia '96 and Ken Solt '96.*

The Everett H. Pryde Research Award: divided between *Elena R. Karp '96 and Dengda Tang '96.*

The White Prize: *Janina Matuszeski '97.*

#### CLASSICS

The Anthony and Anastasia Nicolaides Award: Not awarded in 1995-96.

#### COMPUTER

The Computer Center Prize: divided between *James Richard Cash '96 and Parker John Morse '96.*

#### ECONOMICS

The Bernstein Prize: *Michael John Rizzo '96.*

The Economics Department Junior Class Prize: *Raymond Patrick Guiteras '97.*

The Hamilton Prize:

Spring 1995: *Tara Elizabeth Neelakantappa '97.*

Fall 1995: *Thomas Edward Davis Nassim '98.*

The James R. Nelson Memorial Award: *Bartosz Adam Mackowiak '96.*

The James R. Nelson Prize: *Sara Rebecca Gubins '96.*

#### ENGLISH

The Academy of American Poets Prize: *Josh Alain Endicott '96.*

The Armstrong Prize: divided between *Leanna Rejoice Alderman '99 and Deanna Tseying Fei '99.*

The Collin Armstrong Poetry Prize: divided between  
*Christopher Baird Hays '96 and Dorian Elizabeth Knapp '96.*

The Elizabeth Bruss Prize: divided between *Sarah Beth Auerbach '96 and Amy I. Lee '96.*

- The Corbin Prize: divided between *Christopher Baird Hays '96* and *David Young Kim '99*.
- The G. Armour Craig Award for Prose Composition: *Steven Brett Shaklan '96*.
- The Peter Burnett Howe Prize: divided between *Sarah Beth Auerbach '96* and *Julia Carter Gray '96*.
- The Rolfe Humphries Poetry Prize: *Paul Joseph Hecht '96*.
- The Harry Richmond Hunter, Jr. Prize: divided between *Francesca Louise Preston '98* and *Rachel Linette Slaughter '98*.
- The James Charlton Knox Prize: divided between *Jennifer Ann Mattson '96* and *Nadav Braun '96*.
- The MacArthur-Leithauser Travel Award: *Johanna Sirera Ransmeier '97*.
- The Laura Ayres Snyder Poetry Prize: *Kirun Kapur '97E*.
- The Ralph Waldo Rice Prize: divided between *Paul Joseph Hecht '96* and *Rosa Lee '96*.
- The Stephen E. Whicher Prize: divided between *Robert Joseph Comeau '96* and *Erin Elisabeth Redfern '96*.

## FINE ARTS

- The Hasse Prize: *Susan Mears Ziegler '96*.
- The Anna Baker Heap Prize: *Amanda Rosenstock Luyster '96*.
- The Athanasios Demetrios Skouras Prize: *Jeffrey Price Howington '96*.
- The Wise Fine Arts Award: *Jacques Gregoire Abelman '96*.

## FRENCH

- The Jeffrey J. Carre Award: *Adalberto Taveras '98*.
- The Frederick King Turgeon Prize: *Ziad Samir Toubassy '96*.

## GEOLOGY

- The Richard M. Foose Scholarship Prize: divided among *Christophe Richard Pierre Collet '97*, *Andrew Joseph Logan '98*, and *Seth Campbell McMillan '97*.
- The Walter F. Pond Prize: divided between *Emily Maureen Stewart '96* and *Christopher Charles Gerbi '96*.
- The David F. Quinn Memorial Award: *David Andrew Kinner '96*.
- The Warren Stearns Prize: *Gregory Peter Gerbi '97*.

## GERMAN

- The Consulate General Prize for Academic Achievement: *Goran Tkalec '98*.
- The Consulate General Prize for German Studies: *Nathan James Hartshorn '98*.

## GREEK

The William C. Collar Prize: divided between *Matthew Marshall Elliott '99* and *Sarah Christine Marriott '99*.

The Hutchins Prize: *Joseph David Hill '96*.

## HISTORY

The Asa J. Davis Prize: *Mark Andrew Vanhoenacker '96*.

The Alfred F. Havighurst Prize: *Bradley Scott Zakarin '96*.

## JOURNALISM

The Samuel Bowles Prize: *Nicholas John Catoggio '96*.

## LATIN

The Bertram Prizes: First and second combined and divided between *Joseph David Hill '96* and *Robert Paul Aubrey Machemer '96*.

The Billings Prizes: Not awarded in 1995-96.

The Crowell Prizes:

Freshman first: *Karen Chan '99*.

Freshman second: *Christopher John Urban '99*.

Junior first: *David Joshua Bloch '97*.

Junior second: *Han Tran '97*.

The Dr. Ernest D. Daniels Latin Prize: Not awarded in 1995-96.

## LAW, JURISPRUDENCE AND SOCIAL THOUGHT

The Robert Cover Prize: divided between *Clifford Jay Rosky '96* and *Aaron Michael Schuster '96*.

## MATHEMATICS

The Robert H. Breusch Prize: *Lawrence Vernon Snyder '96*.

The Walker Prizes:

Freshman first and second combined and divided between *Kai Fu '99* and *David Solomon Spiegel '99*.

Sophomore first: *Christopher Scott Hardin '98*.

Sophomore second: *Margaret Gabrielle Seiler '98*.

## MUSIC

The Sylvia and Irving Lerner Piano Prize: *Gregory Richard Werner '96*.

The Mishkin Prize: Not awarded in 1995-96.

The Lincoln Lowell Russell Prize: divided among

*Nuno Pedro Ludovice de Gusmão Sa'Couto '96*, *David Andrew Kinner '96*,  
*Steffany Jane Fredman '96*, and *Karen Marie Bartholomew '96*.

The Eric Edward Sundquist Prize: *Harris Joshua Wulfson '96*.



## NEUROSCIENCE

The James Olds Memorial Neuroscience Award: *Joshua Lawrence Roffman '96.*

## PHILOSOPHY

The Gail Kennedy Memorial Prize: *Sudha Sundareshan '96.*

## PHYSICS

The Bassett Physics Prizes:

First and second combined and divided between *Arthur Aaron Bright IV '98* and *Kristian Wolmar '99.*

The William Warren Stifler Prize: *Susan Faye Reklis '96.*

## POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science: divided among *Janet Moon Jin Lee '96, Ellen Deborah Marcus '96, and Christopher Edward Welton '96.*

## PSYCHOLOGY

The Haskell R. Coplin Memorial Award: *Leah Rachel Lin '96.*

## PUBLIC SPEAKING

The Bancroft Prizes:

First: *Tracie Laverne Yorke '96.*

Second: *Tiffanie Ann Schadler '97E.*

The Gilbert Prize: divided between *Phillip King Nutting '97* and *Lori Diane Hinnant '97.*

The Hardy Prizes:

First: *Gregory Frederick Jacob '96.*

Second: *Charlton Chester Copeland '96.*

The Kellogg Prizes:

First: *Albert Quoc Giang '98.*

Second: *Devin Clarke Dolive '98.*

The Rogers Prize: *Tiffanie Ann Schadler '97E.*

## RELIGION

The Moseley Prizes:

First: *Michael Kieran Mullins '96.*

Second: divided between *Daniel Alexander Contreras '96* and *Adam Lee Gregerman '96.*

## RUSSIAN

The Carol Prize in Russian: *Emma Everhart Chanlett-Avery '96.*

The Mikhail Schweitzer Memorial Book Award: *Joseph Deutch Schotland '96.*

## SPANISH

The Pedro Grases Prize for Excellence in Spanish: *Susan Elizabeth Frekko '96.*

THEATER AND DANCE

The Raymond Keith Bryant Prize: divided between *Richard Page Horsman '96* and *Anne Catherine Penner '97*.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship: *Venus Liz Fong '96*.

The Samuel Walley Brown Scholarship: *Jason Edgar Lewis Gill '97*.

The Charles W. Cole Scholarship: *Trang Dangthu Le '97*.

The Obed Finch Slingerland Memorial Prize: *Loann Elizabeth West '96*.

The John Sumner Runnells Memorial: *Quyen Hanh Vu '97*.

The Charles Hamilton Houston Fellowship: Not awarded in 1995-96.

The Amherst "R" Committee Award: *Michael Kieran Mullins '96*.

The Psi Upsilon Prize: *Karim Hutson '96*.

The Woods-Travis Prize: *Venus Liz Fong '96*.

ADDITIONAL PRIZES

The Friends of Amherst College Library:

First: *Michael Douglas Sayeau '99*.

Second: divided between *Craig Thomas Kolodziej '96* and *Brian Thomas Meacham '97*.

Third: *Malgorzata Maria Krasowska '96*.

The M. Abbott Van Nostrand Prize: Not awarded in 1995-96.

The Manstein Family Award: *Jeffrey Roland Winterfield '96*.

The Howard Hill Mossman Trophy: *Gregory John Schneider '96*.

The Gordon B. Perry Memorial Award: *Kathryn Lee Hersey '99*.

The Stonewall Prize: divided between *Emily Victoria Griffen '96* and *Katharine Charlotte Robinson '96*.

# Enrollment

## CLASSIFICATION BY RESIDENCE

(Fall 1995)

### UNITED STATES

New York .....	267	Florida .....	62
Massachusetts .....	235	Illinois .....	49
California .....	146	Ohio .....	47
New Jersey .....	95	Texas .....	42
Connecticut .....	80	District of Columbia .....	39
Maryland .....	70	Minnesota .....	30
Pennsylvania .....	66	Virginia .....	30

Colorado	28	South Carolina	5
Missouri	25	Tennessee	5
New Hampshire	22	Utah	4
Maine	20	West Virginia	4
Washington	19	Alabama	3
Georgia	18	Wyoming	3
Michigan	15	Alaska	2
Arizona	14	Kansas	2
Oregon	13	Montana	2
Kentucky	12	Nevada	2
North Carolina	11	Oklahoma	2
Rhode Island	11	U.S. Possessions	2
Wisconsin	11	Arkansas	1
Indiana	8	Idaho	1
Vermont	8	Iowa	1
Hawaii	7	South Dakota	1
Delaware	6	Puerto Rico	1
Louisiana	6	A.P.O.'s and F.P.O.'s	1
New Mexico	5	Total	<u>1,560</u>

## NON-USA

Japan	7	Cyprus	1
France	4	Czech. Rep.	1
Botswana	3	Denmark	1
Canada	3	Jamaica	1
India	3	Korea	1
Russia	3	Lebanon	1
Taiwan	3	Madagascar	1
Thailand	3	Mexico	1
Bangladesh	2	Namibia	1
China	2	Nepal	1
Colombia	2	Singapore	1
Croatia	2	Spain	1
England	2	Ukraine	1
Germany	2	United Arab Emirates	1
Hong Kong	2	Yugoslavia	1
Poland	2	Total	<u>63</u>
Switzerland	2	Grand Total	<u>1,623</u>
Bermuda	1		

## SUMMARY OF ENROLLMENT FALL 1995\*

Seniors, Class of 1996	389	Exchange Students	
Juniors, Class of 1997	388	Full Time	14
Sophomores, Class of 1998	413	Part Time	4
Freshmen, Class of 1999	<u>411</u>	Subtotal	<u>1,619</u>
Subtotal	<u>1,601</u>	Special Students	
		Full Time	0
		Part Time	4
		Grand Total	<u>1,623</u>

\*Not included are the 57 students who are on leaves of absence away from Amherst as of the first semester, 1995-96.

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Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association by writing: New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, Mass. 01730 (617) 271-0022.

**Student Absence Due to Religious Beliefs:** The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.



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